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THE MEDIATING EFFECTS OF ENTREPRENEURIAL COMPETENCIES
ON THE RELATIONSHIP BETWEEN ENTREPRENEURIAL
PERSONALITY AND AUTHORITATIVE PARENTING TO
ENTREPRENEURIAL SUCCESS

By
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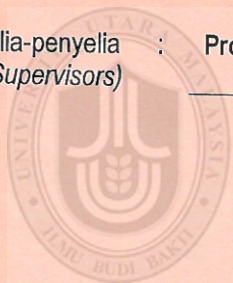
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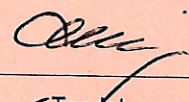
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Abstrak

Kajian ini memberi tumpuan untuk mengkaji hubungan di antara (a) lima ciri-ciri keperibadian besar iaitu ekstrasversi, ketelitian, keterbukaan, kebersetujuan dan neurotisisme dengan keupayaan keusahawanan, (b) gaya keibubapaan autoritatif dengan kecekapan keusahawanan, (c) kecekapan keusahawanan dengan kejayaan keusahawanan, dan juga untuk mengkaji peranan kecekapan keusahawanan dalam hubungan di antara lima ciri-ciri keperibadian besar dengan gaya keibubapaan autoritatif ke arah kejayaan keusahawanan. Responden dalam kajian ini merupakan pelajar-pelajar yang juga pemilik perniagaan yang menyertai program keusahawanan di Universiti Ciputra. Seramai 379 responden telah dipilih dengan menggunakan pensampelan rawak kelompok berdasarkan kelas keusahawanan mereka. Model kajian ini telah diuji dengan menggunakan Pemodelan Persamaan Berstruktur Kuasa Dua Terkecil Separa (PLS-SEM). Dapatan kajian ini menunjukkan bahawa ekstrasversi, keikhlasan, keterbukaan dan gaya keibubapaan autoritatif mempunyai hubungan yang signifikan dan positif dengan kecekapan keusahawanan, walaupun kebersetujuan dan neurotisisme mempunyai hubungan yang signifikan tetapi negatif dengan kecekapan keusahawanan. Kecekapan keusahawanan terbukti mempunyai hubungan yang signifikan dan positif dengan kejayaan keusahawanan. Dapat dibuktikan juga bahawa kecekapan keusahawanan mempunyai peranan sebagai pengantaraan pemboleh ubah dalam hubungan di antara lima ciri keperibadian besar dan kejayaan keusahawanan. Dalam hubungan gaya keibubapaan autoritatif dengan kejayaan keusahawanan, kecekapan keusahawanan tidak mempunyai peranan sebagai pengantaraan pemboleh ubah. Dapatan kajian ini menunjukkan bahawa untuk membangunkan kecekapan keusahawanan, seseorang perlu mempunyai tahap ekstrasversi, ketelitian dan keterbukaan yang tinggi serta tahap kebersetujuan dan neurotisisme yang rendah. Mereka juga memerlukan sokongan keibubapaan dengan menggunakan gaya keibubapaan autoritatif untuk membimbing mereka semasa membangunkan kecekapan mereka. Kecekapan keusahawanan yang diperlukan oleh seorang usahawan untuk membantu mereka mencapai matlamat mereka dan menjadi usahawan yang berjaya. Hasil kajian ini mempunyai implikasi bahawa institusi pendidikan harus menyedari tentang sifat keperibadian murid terutama mereka yang ingin menyertai perjalanan keusahawanan dan menggunakan gaya keibubapaan untuk mendekati pelajar-pelajar ini.

Kata Kunci: Keusahawanan, kecekapan keusahawanan, kejayaan keusahawanan, personaliti *Big Five*, gaya keibubapaan

Abstract

This study examined the relationship between (a) the Big Five Personality traits, namely extraversion, conscientiousness, openness, agreeableness and neuroticism with entrepreneurial competencies, (b) authoritative parenting style and entrepreneurial competencies, (c) entrepreneurial competencies and entrepreneurial success, and also examined the role of entrepreneurial competencies in the relationship of the Big Five Personality traits and authoritative parenting style towards entrepreneurial success. The respondents in this study were students who were owners of businesses and who had joined the entrepreneurship program in Universitas Ciputra. 379 respondents were selected through the cluster random sampling based on their entrepreneurship class. The model of this study was tested by using the Partial Least Squares Structural Equation Modelling (PLS-SEM). The results of this study showed that extraversion, conscientiousness, openness and authoritative parenting style have significant and positive relationships with entrepreneurial competencies, even though agreeableness and neuroticism have significant but negative relationships with entrepreneurial competencies. Entrepreneurial competencies have a significant and positive relationship with entrepreneurial success. Furthermore, entrepreneurial competencies have a role as the mediation variable in the relationship between the Big Five Personality traits and entrepreneurial success. In the relationship between authoritative parenting style and entrepreneurial success, entrepreneurial competencies do not have a role as the mediation variable. These findings show that in order to develop entrepreneurial competencies, a person needs to have high levels of extraversion, conscientiousness and openness as well as low levels of agreeableness and neuroticism. They also need parenting support by using authoritative parenting style to guide them during the development of their competencies. Entrepreneurial competencies are needed by entrepreneurs to help them to achieve their goals and to become successful entrepreneurs. The results of this study have some implications: education institutions must be aware of their students' personality traits especially those who want to join the entrepreneurship journey and use the parenting style to approach the students.

Keywords: Entrepreneurship, entrepreneurial competencies, entrepreneurial success, Big Five Personality, parenting style.

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LIST OF ABBREVIATIONS

A	: Agreeableness
ACC	: Accounting
AP	: Authoritative Parenting style
AVE	: Average Variance Extracted
BIS	: Business Information System
BFP	: Big Five Personality
BPS	: Badan Pusat Statistik
C	: Conscientiousness
CBZ	: Culinary Business
CB-SEM	: Covariance-based Structural Equation Modeling
CmC	: Commitment Competencies
CpC	: Conceptual Competencies
DV	: Dependent Variable
EC	: Entrepreneurial Competencies
Ex	: Extraversion
ES	: Entrepreneurial Success
FDB	: Fashion Design Business
FFP	: Five Factor Models
HTB	: Hospitality and Tourism Business
IBM	: International Business Management
IMT	: Information and Multimedia Technology
INA	: Interior Architecture
IV	: Independent Variable
GDP	: Gross Domestic Product
GEDI	: Global Entrepreneurship Development Index
GEI	: Global Entrepreneurship Index
GEM	: Global Entrepreneurship Monitor
jpnn	: Jawa Pos News Network
MMPI	: Minnesota Multiphasic Personality Inventory
MoV	: Moderator Variable
MV	: Mediation Variable
N	: Neuroticism
O	: Openness
OpC	: Opportunity Competencies
OrC	: Organizing Competencies
PLS-SEM	: Partial Least Square Structural Equation Modeling
PSY	: Psychology
RC	: Relationship Competencies
RIASEC	: Realistic, Intellectual, Artistic, Social, Enterprising, Conventional
SC	: Strategic Competencies
SMEs	: Small Medium Enterprises
TEA	: Total early Entrepreneurs Activity
UC	: Universitas Ciputra
UKM	: Usaha Kecil dan Menengah

U.S.SBA : United States Small Business Administration
VCD : Visual Communication Design
VIF : Variance Inflation For
VAF : Variance Accounted For



CHAPTER ONE

INTRODUCTION

1.1 Background Of The Study

Small medium enterprises (SMEs) play major roles in the economy of a country. The existence of SMEs has assisted in the development of economy. The increasing number of SMEs cannot be separated from the increasing number of entrepreneurs. The owners of SMEs are entrepreneurs who have set up the SMEs (Timmons, 1997; Morris, 1998; Meyer, Neck, and Meeks, 2002). Based on the report from Global Entrepreneurship Monitor in 2014, the total early entrepreneur's activity stages (TEA) in Asia Pacific and South Asia is 12.4%, which is good because TEA in Asia Pacific and South Asia is ranked at number three in the entrepreneurship activity (Amoros and Bosma, 2014).

Global Entrepreneurship Monitor (2018) reported Indonesia has an entrepreneurship spirit index of 0.53 and including the innovation driven stage but even though Indonesia has developed a good stage in entrepreneurship, the Global Entrepreneurship index (GEI) in Indonesia is still ranked 94 out of 137 countries. Based on the Global Entrepreneurship Development Index, Singapore, Malaysia, Thailand, Philippines and Vietnam have higher GEI than Indonesia (GEDI, 2018). In 2019, GEM reported that TEA in Indonesia is 14.1%, Thailand as a neighbouring country has TEA 19.7%. From these data, apparently the entrepreneurial activities in Indonesia still needs to be improved (Bosma and Kelley, 2019). Data from GEM (2019) also showed that the most popular business in Indonesia is trading and food and beverage sector. These two sectors have many competitors and low product

differentiation, based on that, it is reasonable if the businesses in Indonesia are lacking in the development index because start up business owners are only focusing on trading and food and beverages industries. Therefore, the Indonesian government and citizen especially people who have chosen to become an entrepreneur as their career and education institution still need to improve entrepreneurship activity and competencies so that the start up businesses can be developed in other sectors as well.

Directorate General of Regional Finance in Indonesia (2013) said that SMEs in Indonesia are facing problem to grow because of capital, market development and lacking in terms of skills. Menteri Koperasi dan UKM (Indonesia SMEs Minister) said that increasing the entrepreneurial spirit in college is needed, because Indonesia needs to improve SME level and the solution is by having educated entrepreneurs (*Kementarian Koperasi dan Usaha Kecil dan Menengah Republik Indonesia*, 2011), Indonesia also needs to reduce the unemployment rate especially for educated unemployment. Based on jpnn.com (2018), educated unemployment in Indonesia is growing up to 66, 000 annually. CNBC Indonesia (2018) also informed that Indonesia Statistical Bureau (BPS) reported that 5.89% of university graduates are still unemployed.

The educated unemployment has the skills to become an entrepreneur because they already have the basic skills to start up their business and also to scale up after that but currently they are lacking in terms of entrepreneurial spirit (Sutianto, 2012). Therefore, higher education institutions are challenged not only to produce but also to lead their undergraduate scholars to become an entrepreneur (Yes For Europe, 2016). The study about students as entrepreneurs is not only as a simulation which is interesting because young entrepreneurs are not just students, even nascent

entrepreneur is not specifically said that the focus is students because some of nascent entrepreneur already finished their education. Nascent entrepreneur is a person who is trying to build a business (Wagner, 2004).

In Indonesia, increasing the number of entrepreneurs through higher education is mandatory because the SMEs' ministry expected that the colleges can increase their number of students who want to become an entrepreneur. Indonesian President, Mr Joko Widodo, also persuaded the leader of the universities in Indonesia to support the development of start up businesses in their university and to help to scale up the existence of start up businesses (*Sekretariat Kabinet Republik Indonesia*, 2018). Research about students as an entrepreneur is currently required because colleges and the government need to understand how to produce more entrepreneurs through education especially in Indonesia.

Universitas Ciputra which has been founded by Ir Ciputra has a vision to produce a number of young entrepreneurs in Indonesia with the aim to improve Indonesia's conditions (Radianto, 2014). Ir Ciputra is an Indonesian entrepreneur who is known as the Father of Indonesian Entrepreneur (Kardono, 2014). Based on Ir Ciputra vision which is "It is my vision and it is the vision of Ciputra University to create the best university with the entrepreneurial spirit lighted in every soul and every corner of the university." (Ciputra, uc.ac.id/message from founder, 2006), Universitas Ciputra has trained their students to become entrepreneurs in such a way by integrating both entrepreneurship theories and the practices as the core teaching materials for its curriculum. The knowledge about how to start up a business and how to identify the factors supporting a successful entrepreneur have become an attractive additional knowledge to be learned by the students. By understanding the factors contributing to entrepreneurial success of educated entrepreneurs, the

entrepreneurship spirit will be spread through education. According to this reason, this research is aimed to understand the factors that may influence entrepreneurial success with the subject is the students who are also entrepreneurs.

1.2 Problem Statement

Universitas Ciputra in Surabaya is focussing on entrepreneurship. Radianto (2014) mentioned that the curriculum designed at the Universitas Ciputra is different from other universities. In this case, both the theory and practice have been developed in such a way that the students are to learn about entrepreneurship at the Universitas Ciputra. For this reason, the current curriculum and teaching methods at the Universitas Ciputra is experiential based learning.

In this case, students are invited to learn through the experiences that they will get in business project. In the subject of entrepreneurship students are invited to directly experience the process of starting up a business, managing a business, and scaling up a business. The curriculum at the Universitas has been formulated with the goal that students can build a business, which has competitiveness in the market. In the course of entrepreneurship from 1 to 5, all students from the faculty of management and business, creative industries to psychology faculty will take this course. Students' businesses are expected to be continued. Therefore, in some majors, students' businesses are still continued until they are finished with their thesis. The problem at this university is not all students will become entrepreneurs. Therefore, the study to understand the individual factors that a successful young entrepreneur must have to make them to become more successful than their friends is interesting to be conducted.

Based on the literature review, many researches have studied entrepreneurship especially regarding adult entrepreneurs. The study found that the factors which have influenced successful entrepreneurs are varied, such as competencies, motivation, intention, orientation, experience and personality. In spite of the prevailing studies on entrepreneurship, entrepreneurship is always an interesting topic to study. Entrepreneurial success is an interesting topic because the result of this study is still diverse.

Schmitt-Rodermund (2004) developed a model of entrepreneurship based on Hollands RIASEC vocational choice theory. Adaptation from Holland theory, Schmitt-Rodermund (2004) found that entrepreneurial personality which they had used the Big Five Personality view and authoritative parenting style which have influenced entrepreneurial career choice and entrepreneurial success through early entrepreneurial competencies. Tenibiaje (2010) supported this finding by using a similar model as in Schmitt-Rodermund (2004) study.

The finding of the study is focused on early entrepreneurial competencies, and Rasmussen, Mosey, and Wright (2011) suggested that competencies will be developed in a person life, studies on entrepreneurial competencies in the relationship with the Big Five Personality and authoritative parenting style are very rare to be found. Holland (1959) study suggested that vocational theory in which the theory stated that the development of career choice of a person is influenced by personality inventories as well as their environment through skill and knowledge. This indicated that the Big Five Personality can influence entrepreneurial competencies because competency is the ability that an entrepreneur must have to carry out their business (Khalid and Bhatti, 2015; Hitt, Ireland, and Hoskisson, 2010; Alvarez and Barney, 2002). This suggestion is also supported by Caird (1991) who

stated that psychological testing about a person's personality need to add to competencies development. Based on the lack of explanation about entrepreneurial personality by using the Big Five dimension which has influenced entrepreneurial competencies and even though previous researchers have suggested the idea; therefore, this study wants to address the relationship.

Holland (1959) suggested that environment can influence a person's skill and knowledge because when a child was born, the environment during his/her life will take part to determine what they will learn in their life. Holland (1963) supported the idea. The first environment in a person's life is family and, in a family parents have an important role. Oren, Caduri, and Tziner (2013); Bryant, Zvonkovic, and Reynolds (2006) and Jodl, Michael, Malanchuk, Eccles, and Sameroff (2001) stated that parents can influence their child career of choice because parents can shape a child's dream through their example career, choice to give ability to their child during childhood and adolescence. Schmitt-Rodermund (2004), Tenibiaje (2000) suggested that authoritative parenting style is the optimum parenting style that can influence the development of early entrepreneurial competencies. DeFilipi and Arthur (1994) underlined the importance of people in the surrounding to make a person to learn new skills, knowledges and abilities. Based on the research, parenting style is indicated to influence entrepreneurial competencies, and the authoritative is the parenting style that previous studies have suggested for an entrepreneur. The study of authoritative parenting style and entrepreneurial competencies need to be addressed to understand the role of parents in a child's life that will make them to have entrepreneurial competencies not only in their adolescence because Rasmussen et al. (2011) already stated that competencies will be developed in an individual life stage.

As for the relationship with entrepreneurial success, entrepreneurial competency is proven as one of the factors that influenced a person's tendency to become a successful entrepreneur. Competency is a factor that is needed by an entrepreneur to build a business (Khalid Bhatti, 2015; Obschonka, Silbereisen, Schmitt-Rodermund, and Stuetzer, 2011; and Rauch and Frese, 2000). Man, Lau, and Snape (2008) tested the framework about entrepreneurial competency which has been developed by Man and Lau (2000), using hierarchical ordinary least square regression has found that entrepreneurial competency influenced entrepreneurial success. Mitchelmore and Rowley (2010) suggested that entrepreneurial competencies consist of all components which are deeply rooted in a person and as an entrepreneur they need entrepreneurial competency and managerial competency too. The research by Jo and Lee (1996) also has strengthened the important role of entrepreneur competency in education and business experiences which are most likely to contribute to firm performance. Firm performance illustrated the success of an entrepreneur, but for young entrepreneurs with their business only in start up stage, firm performance is not a suitable measurement. Carree and Verheul (2012) found that satisfaction can be more important for an entrepreneur than income. This non-financial performance measure may be suitable for a young entrepreneur as supported by Spencer, Joiner and Salmon (2009), Perez and Canino (2009). That is the reason for a new study about entrepreneurial competencies and entrepreneurial success by using non- financial measurement for entrepreneurial success is interesting to be conducted because it can explain the role of entrepreneurial competencies for successful entrepreneurs especially in start up stage.

Holland (1959) underlined that a successful individual career choice is because their personality inventory and environment that are conducted individually to learn the

ability that they need to be successful in their career choice. This is supported by Baum (1995), DeFilipi and Arthur (1994) and Holland (1963). The statement means that entrepreneurial competencies is one of the abilities for an entrepreneur to mediate the relationship between personality traits and environment towards entrepreneurial success. Environment which includes parents is the reason parenting style has an important role in an individual life (Zafar and Khan, 2013). However, the study about entrepreneurial competencies role in the relationship is still limited. Obschonka , Silbereisen, and Schmitt-Rodermund (2012) found that human and social capital have a role as the mediation variables in the relationship of the Big Five Personality and business idea. The study strengthened the indication of entrepreneurial competencies role in the relationship of the Big Five Personality dimension, authoritative parenting style and entrepreneurial success.

Based on Hollands' RIASEC vocational theory (Holland, 1963; Holland,1959) and adaptation from the developmental model of entrepreneurship by Schmitt- Rodermund (2004) found that the roles of the Big Five Personality dimension in entrepreneurial competencies as well as authoritative parenting style and entrepreneurial competencies are interesting to be studied because studies about the relationship are still limited even though the Holland theory has stated that relationship can help people career choice to be successful is the underlying research in this study.

Man and Lau (2000) suggested that entrepreneurial competencies have six indicators and have influenced entrepreneurial success which is the firm performance. The study is to understand entrepreneurial competencies relationship with entrepreneurial success by using non-firm performance but based on individual satisfaction as Spencer et al. (2009), Perez and Canino (2009) have suggested which is interesting

to be conducted because this new measurement can help to study about entrepreneurial success from earlier stage of business.

Developmental model of entrepreneurship developed from Holland's RIASEC vocational choice by Schmitt-Rodermund (2004) gives a structural thinking for this research about entrepreneurial competencies as the mediation variable in the relationship of the Big Five Personality and authoritative parenting style towards entrepreneurial success. Holland (1959), Baum (1995) studies have strengthened the indication, therefore, supported with literature review, the problem statement of this research is whether there is any influence of the Big Five Personality dimension and authoritative parenting style on entrepreneurial success, with entrepreneurial competencies as the mediating variables and with the subjects of this study which is young entrepreneurs.

1.3 Research Questions

Based on the background of the study and the problem statement of the previous studies, the study of the relationship of the Big Five Personality and authoritative parenting style towards entrepreneurial competencies still need to be conducted because previous studies are rarely focussed on the relationship. The role of entrepreneurial competencies as mediation in the relationship of the Big Five Personality traits and authoritative parenting style towards entrepreneurial success are also not clear, therefore, this study is conducted to understand the mediation role of entrepreneurial competencies. The main research question of this research is whether the entrepreneurial competencies are influenced by the relationship between the factors that are forming the character of an entrepreneur, that is, authoritative

parenting style and the Big Five Personality Traits with entrepreneurial success. The main research questions are elaborated as follows:

1. Does Big Five Personality Traits have a significant effect on entrepreneurial competencies?
2. Does authoritative parenting style have a significant effect on entrepreneurial competencies?
3. Does entrepreneurial competencies have a significant effect on entrepreneurial success?
4. Does entrepreneurial competencies mediate the relationship between Big Five Personality Traits and entrepreneurial success?
5. Does entrepreneurial competencies mediate the relationship between authoritative parenting and entrepreneurial success?

1.4 Research Objectives

Based on the research questions, the objective of this study is to investigate the influence of entrepreneurial competency towards the relationship between the factors that forming the character of an entrepreneur, that is, the big five personality traits and the authoritative parenting style with the entrepreneurial success. The objectives of the study are as follows:

1. To examine the effect of Big Five Personality Traits on entrepreneurial competencies.
2. To examine the effect of authoritative parenting style on entrepreneurial competencies.
3. To examine the effect of entrepreneurial competencies on entrepreneurial success.

4. To examine that entrepreneurial competencies are mediating the relationship between Big Five Personality Traits and entrepreneurial success.
5. To examine that entrepreneurial Competencies are mediating the relationship between the authoritative parenting style and entrepreneurial success.

1.5 Significant Of The Study

1.5.1 The Benefits of The Study for Academic Purposes

For the academic world, this study is expected to provide sufficient information that enriches the academician's understanding about the factors that play important roles in shaping the entrepreneurial mindset. Furthermore, this understanding is expected to extend their horizon about which personality dimension can influence the developing of entrepreneurial competencies and how it can help to support academician to help person with entrepreneur career as their dream career.

1.5.2 The Benefits of The Study for Educational Institution

This study is expected to provide insight about the factors that can improve the success of entrepreneurial education. In addition, this study is expected to pave the way for developing a suitable approach for education to increase the ratio of educated entrepreneur. Educational institution can also use this research to develop a suitable curriculum based on their students' background and intention through which their students will become a successful entrepreneur. Personality traits and parenting style can give useful information to develop the curriculum and how to deliver the curriculum to students.

1.5.3 The Benefits of The Study for Decision Maker: Government and Entrepreneur

This research is expected to provide input for the government to make an approach for young people to prefer entrepreneur as a career rather than being public servants or seeking for a job. Moreover, people who want to become an entrepreneur can learn how to improve their entrepreneurial activity to become entrepreneurial success through this study and learn how to prepare their child to become entrepreneur too.

1.6 Scope and Limitation of The Study

This study focuses on the students studying at the university and also as a founder of business. The goal is to determine variables that support their success as entrepreneur even though they are a student, that is, from the time they start-up a business. The population of this study is Universitas Ciputra' students in Surabaya, Indonesia who have a business, founder of a business and the business is listed formally in their university. The study also has targeted students who are minimum in their second year at the university because they already have a business. The variables used in the study are the Big Five dimension namely extraversion, conscientiousness, openness, agreeableness and neuroticism as the independent variables as well as authoritative parenting style. Entrepreneurial success as an independent variable and entrepreneurial competencies as the mediation variable. Data from this study has been collected from June 2016 to August 2016.

1.7 Organization of The Thesis

This thesis consists of five chapters in which each chapter has its sub-chapters. Moreover, each sub-chapter aims at providing an understanding of what the students have learned.

Chapter 1 provides general background of why entrepreneur education is important to learn. This part explains the contribution of entrepreneurs in the world of economy, especially in the developing countries, the indicators of which are represented by how much the growth of SMEs is going on, how entrepreneurial activities have increased through entrepreneurship education, and how the education of entrepreneurs is able to contribute to increase the number of entrepreneurs. In addition, this chapter also discusses the problem statement, research questions, research objectives, as well as the significance of the study.

Chapter 2 contains a review of the literature that is relevant to SMEs, entrepreneurs and variables used in this study such as entrepreneurial success, authoritative parenting, entrepreneurial personality, and entrepreneurial competency. This chapter also discusses the relationship between variables that have been investigated by previous researchers.

Chapter 3 describes how the conceptual framework is developed based on the prevailing gap found in the previous studies. Moreover, this chapter also explains the hypotheses, research design and operational definition of each variable, method of data collection, measurement and data analysis techniques.

Chapter 4 shows the findings obtained after conducting the initial hypothesis tests. It also presents the conclusion and the implication.

Chapter 5 shows discussion and conclusion of this study based on important findings and the contribution to the theory and to the entrepreneurial practices. The chapter also provides recommendation for future studies.

1.8 Chapter Summary

SMEs play an important role in a country's economy. Indonesia as a developing country also understands the importance of SMEs to increase their GDP. The Indonesian Government believes that education can help to improve SMEs numbers, that is the reason the Indonesian government has supported entrepreneur education. Universitas Ciputra is one of the universities in Indonesia which has been established to create an entrepreneur who can start their business. Some of Universitas Ciputra's students is expected to become an entrepreneur but some of them may not be able to accomplish the expectation. Previous studies found that individual factors have influenced some individuals to learn competencies that can support their successful career in which is their choice. Personality and environment are important for individual career choice based on Hollands vocational choice theory. The Big Five dimension and authoritative parenting style are indicated to influence on entrepreneurial competencies. Entrepreneurial competencies have some influences on entrepreneurial success and it is also indicated that entrepreneurial competencies have a role as the mediation variables in the relationship of the Big Five personality dimension and authoritative parenting style towards entrepreneurial success. This study can help to understand what makes some young entrepreneurs able to achieve the expectation and why some of them cannot achieve the expectation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Background of the study shows that SMEs in Indonesia have a problem to grow, one of the reasons is because their skill and the number of educated unemployment in Indonesia is large. That is why, the Indonesian government has a plan to create entrepreneurship program especially in college. College students who eventually become an entrepreneur is a solution to reduce the number of educated unemployment. Research on entrepreneurial success with students as entrepreneur has become an object on the research which will provide additional knowledge about entrepreneurship for adolescent. In addition, this study is also to provide insight about how an educated entrepreneur can be more successful than others. The variables assumed to have a significant influence on entrepreneurial success in this study are the authoritative parenting, personality indicator by using the Big Five Inventory, and the entrepreneurial competencies as the mediation variables in this model development.

2.2 Small and Medium Enterprises (SMEs)

2.2.1 Definition and Criterion of SMEs

Small and medium enterprises or so-called SMEs have different characteristics from a large company. Every country has their own definition of SMEs. One of the definition of SMEs is from United States of America. The United States Small Business Administration (U.S.SBA), one of the government agencies in the United

States of America defines SMEs as firms that are employing less than 500 employees (U.S. Small Business Administration, 2016).

In Australia, SMEs is a business which employs 0-19 employees which can be defined as a small business and a business which employs 20-199 employees which can be defined as medium business. If the business has more than 200 employees, the business is categorized as a large business (Australian Small Business and Family Enterprise Ombudsman, 2016). In the European Union, SMEs are classified into three categories, namely micro, small and medium. Companies included in the micro enterprise category have a number of employees less than 10, small enterprises from 10 to 50, and medium enterprises from 50 to 250 employees (Edinburgh Group, 2013).

In Indonesia, the understanding of SMEs is based on Law No 20/ 2008 about Micro, Small and Medium Enterprises (SMEs). SMEs are defined as economically productive activities owned and controlled by individuals. In fact, they are neither a subsidiary nor a branch of medium or large companies either directly or indirectly (*Komisi Informasi Pusat Republik Indonesia*, 2008). The definition of SMEs based on the Ministry of Cooperatives and Small and Medium Enterprises can be seen in Table 2.1.

Table 2.1
SMEs Definition in Indonesia

No	Description	Criteria	
		Asset	Omzet
1.	Micro Business	≤Rp 50 Millions	≤ Rp 300 Millions
2.	Small Business	> Rp 50 Millions – Rp 500 Millions	> Rp 300 Millions – Rp 2.5 Billions
3.	Medium Business	> Rp 500 Millions – Rp 10 Billions	> Rp 2.5 Billions – Rp 50 Billions

Source: *Komisi Informasi Pusat Republik Indonesia* (2008)

The definition of SMEs in Indonesia is not only based on the Ministry of Cooperatives and Small and Medium Enterprises. The Bureau of Indonesia Statistics also provides a definition of SMEs that views SMEs in accordance with the number of employees. Moreover, this statistics bureau mentions that a small business is a business that employs as many as 5 to 19 people. Meanwhile, medium-sized businesses have the number of employees from 20 to 99 people (*Badan Pusat Statistik*, 2014).

Based on the definitions and criteria about SMEs in Indonesia, in which this study has conducted, SMEs are businesses owned by individuals with a limited number of the employees, especially those belonging to micro companies. This company should not be either under medium-sized enterprises or large enterprises. They are not either subsidiary or a branch. In Indonesia, small businesses have employed as many as 5 to 19 employees. By contrast, based on Indonesian Law, if the business has less than 5 employees, then they are classified as a micro business.

2.2.2 The Role of SMEs

SMEs play an important role in the economy of a country. The most noticeable role of SMEs is to open the job fields. The Organization for Economic Co-operation and Development (2000) stated that 95 % of the companies are located in Australia, Austria, Canada, Denmark, Italy, the United Kingdom, the United States to Japan and Korea are SMEs. In addition, SMEs also provide jobs to 60% to 70% of the population in these countries. These findings are reinforced by Edinburgh Group (2013), which has classified the companies in 27 countries, including those in the European Union. It can be seen in Table 2.2.

Table 2.2
Numbers of Enterprises and Employment for EU-27

	Micro	Small	Medium	Total SMEs	Large	Total
Enterprises	19,143,521	1,357,533	226,573	20,727,627	43,654	20,771,281
%	92.2	6.5	1.1	99.8	0.2	100
Employment	38,395,819	26,771,287	22,310,205	87,477,311	42,318,854	129,796,165
%	28.5	20.6	17.1	67.4	32.6	100

Source: Edinburgh Group (2013)

Table 2.2 shows that the companies belonging to the SMEs category has reached 99.8 % of the total number of SMEs. Based on the division of micro, small and medium companies, companies included in the micro category reached 92.2 % and followed by the category of small companies as much as 1,357,533 or equivalent to 6.5 % of the total company. The precise number of companies that fall into the micro category is 19.143.52, the companies which have employed more than 38 million employees. The number exceeds the number of the employees who work in small and medium enterprises. The total number of employees who are working in SMEs (including micro enterprises) is greater than those who are working in large enterprises. In fact, 67.4 % of total employees work in SMEs, while only 32.6 % work in large enterprises.

The data SMEs in Table 2.2 showed that micro business is important for the government if they want to develop their country's economy. This is an important factor in achieving prosperity in a country, that is the reason the government must pay attention to the developing SMEs especially micro businesses in their countries. In Indonesia, it is noted that around 97% of the employees are working in SMEs. The data about Table 2.3 below will explain the role of SMEs in increasing employment in Indonesia.

Table 2.3
Numbers of Enterprises and Employees in Indonesia

Indicator	2011		2012	
	Total	Percentage (%)	Total	Percentage (%)
Total Entreprises In Indonesia				
Micro	55,206,444	98.82	55,206,444	98.79
Small	602,195	1.09	602,195	1.11
Medium	44,280	0.08	44,280	0.09
Large	4,952	0.01	4,952	0.01
Total Entreprises	55,211,396		55,211,396	98.79
Total people work In Indonesia's Entreprises				
Micro	94,957,797	90.77	94,957,797	90.12
Small	3,919,992	3.75	3,919,992	4.09
Medium	2,844,669	2.72	2,844,669	2.94
Large	2,891,224	2.76	2,891,224	2.84
Total employee	104,613,681		104,613,681	

Source: *Kementerian Koperasi dan Usaha Kecil dan Menengah Republik Indonesia (2014)*

Based on data in Table 2.4 it can be seen that micro-enterprises in Indonesia provide major contribution to employment. Companies that belong to micro company category are 55,856,179 equivalent to 98% of the total companies listed in the Ministry of Cooperatives and Small and Medium Enterprises. Companies that fall into the category of micro are able to create jobs for more than 99 million employees in Indonesia. Based on the data from Table 2.4, the growth of micro enterprises from 2011 to 2012 is 2.41 % and it is able to open up additional employment by 5.83 %. The data shows that new businesses are usually micro enterprises, which are capable of supporting the needs of employment.

SMEs play a major role in the Gross Domestic Product (GDP) of a country besides helping to provide employment. Formal SMEs contribute to GDP of 16% in low-income countries and 51 % in high-income countries, while informal SMEs in low-income countries give 47 % contribution of the GDP of the country. In high-income countries, informal SMEs contributed only 13 % to GDP. Companies that are not included in SMEs contribute 36 % to 37 % of GDP both in low-income countries as well as in high-income countries (Dalberg, 2011).

Data from the International Finance Corporation (Saleem, 2013) shows that in middle-income countries, SMEs provide contribution to GDP by 69 % while the company outside the category of SMEs offers 31 % only. Indonesia, which is included in the low to middle income countries, also recognizes the contribution of SMEs to the GDP.

SMEs in Indonesia are able to contribute to the GDP about 59.08 % in 2012. This value has increased as compared to the contribution of SMEs to GDP in 2011, which is only 58.05 % (*Kementerian Koperasi dan Usaha Kecil dan Menengah Republik Indonesia*, 2014). The number indicates that SMEs have important role to support the economy of a country, especially low and middle income countries, therefore government need to support SMEs to improve their people's welfare.

2.2.3 The Relationship Between SMEs and Entrepreneur

SMEs are closely related to entrepreneurs. Organization for Economic Co - operation and Development (2000) stated that " A vibrant entrepreneurial sector is essential to small-firm development. They drive business dynamics- the birth, expansion, contraction and death of the firm" (Organisation for Economic Co-operation and Development, 2000 p. 3). The statement strengthens the relation between entrepreneurs and SMEs that entrepreneurial activity plays an important role in the development of the companies in the scale of SMEs, especially micro and small.

Entrepreneur has a role in encouraging start up and scale up. Wright and Etemad (2001) reinforced the view that SMEs and entrepreneurial business is basically a unity that cannot be separated. "...the fundamentally important posture of entrepreneurship or, more precisely, entrepreneurial orientation and its impact on the international success of SMEs" (Wright and Etemad, 2001, p. 152). Wright and

Etemad (2001) statement shows that entrepreneurship is a very important foundation for the development of SME. Entrepreneurial orientation, which being one of the aspects in entrepreneurship, gives influence on the success of SMEs in international level.

The European Commission also stated that to improve SMEs which can be said as the backbone of Europe economy, one of the European Union approaches is to promote entrepreneurship (European Commission, 2015). The activities conducted by the European Union in promoting entrepreneurship is by reinforcing the view that the key success factor of SMEs is on entrepreneurship. Credit Rating Agency for SMEs in Indonesia also mentions that one measure of SMEs which is potential, feasible and bankable is entrepreneurship (Lembaga Pemeringkat Kredit bagi UMKM di Indonesia, 2011). SMEs with a maximum aspect on entrepreneurship are included in the category of potential SMEs. The view of the European Commission and the Credit Rating Agencies for SMEs in Indonesia has confirmed that SMEs cannot be separated from entrepreneurship. Longenecker, Palich, Petty, and Hoy (2012) explained that entrepreneur usually is a person who discovers what the market needs and creates new firms to deliver the need. Therefore, the focus of small business owner is looking for new opportunity that can give advantage for the company in the future.

The relationship between SMEs and entrepreneurship is also mentioned by Scarborough (2012). He/she said that an entrepreneur is a person who drives the forces behind the small business. The statement shows that in order to increase the number of SMEs, the number of entrepreneurs, must first be increased. Increasing the number of individuals who are interested and willing to choose entrepreneur as a

career option will encourage the growth of SMEs which play a major role in the economy of a country.

2.3 Entrepreneurship

Research on entrepreneurship has been widely investigated in the recent years, by the academic world, organizations and governments. The scope also varies in the sense that it has covered other disciplines such as economics, business and management, psychology, strategy and so forth. Entrepreneurship is basically not a new topic.

“A 1985 report, state of Small Business: A report of the President, states that small entrepreneurial enterprises accounted for more than 50% of new employment in the economy since 1982” (Hebert and Link, 1989, p 40)

Hebert and Link (1989) has proven that entrepreneurship is not a new topic. Contemporary economy theory categorized entrepreneurship as an independent factor of production together with land, labour and capital. The idea of entrepreneur is the fourth factor of the production in the economy theory initiated by Schumpeter in 1934 as quoted by Rocha and Birkinshaw (2007) and Hebert and Link (1989). The concept of entrepreneurship from Schumpeter is finally used as a basis for thinking about what exactly entrepreneurship is or who is the entrepreneur?. Based on Schumpeter's idea, an entrepreneur is a person who is carrying out a new combination, an innovator, a leader who takes uncertainties to change a practice or process (Hebert and Link, 1989).

Entrepreneurship is a concept of activities undertaken by either individual or team. The focus of this concept is the innovation of activities that occurred in both existing and the creation of new business ventures. Based on the proximity of entrepreneurship with the process of creating a new business, entrepreneurship is often associated with start up business, and an entrepreneur is basically someone

who starts up a business. In 1981, Birch linked entrepreneurs with SMEs as quoted by Rocha and Birkinshaw (2007) in which Birch stated the focus of entrepreneur and the important role of small businesses in creating jobs that makes entrepreneurs to be identified as the owner-manager of the small business. The statement explains that in a small business, an entrepreneur is also the manager who manages his/her business daily. Their role is as the owner because they have invested their money in the business, and they have created the business. As a manager they should manage the business by themselves. This view has associated entrepreneurship with SMEs and shows the importance of entrepreneurs in SMEs in creating new jobs. This view also shows the roles of entrepreneurship in SMEs which are to sustain, to maintain and to develop SMEs to be able to compete in the market. Another definition of entrepreneurship and entrepreneurs are summarized in Table 2.4.

Table 2.4
Definition of Entrepreneurship and Entrepreneur

Author	Year	Definition
Kirzner	1973	Entrepreneurship is the ability to perceive new opportunities. This recognition and seizing of the opportunity will tend to "correct" the market and bring it back towards equilibrium.
Schumpeter	1934	Entrepreneurship is seen as new combinations including the doing of new things or the doing of things that are already being done in a new way.
Drucker	1985	Entrepreneurship is an act of innovation that involves endowing existing resources with new wealth-producing capacity
Morris	1998	Entrepreneurship is the process through which individuals and teams have created a value by bringing together unique packages of resource inputs to exploit opportunities in the environment
Ciputra	2009	An entrepreneur is someone who transforms dirt and scrap to gold. Entrepreneurship is ability to create opportunity, make innovation and calculated the risk
Scarborough	2012	Entrepreneur is someone who creates a new business and facing risks and uncertainties for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on these opportunities.

Source: Meyer, Neck and Meeks, 2002; Ciputra, 2009; Scarborough, 2012.

Table 2.4 provides several definitions of entrepreneurship and entrepreneurs from some researchers. Based on the definitions in Table 2.4, it can be concluded that entrepreneurship is essentially a process, activity, or ability, while an entrepreneur is an individual or a team who performs a process or activity, and has the capability in carrying out the process or activity. Process, activity, and capability signifies a process which is intended to identify opportunities, creating new markets, new business, new methods, or new products or services, as well as the ability to create or to add value. The conclusion above shows that an entrepreneur is an individual or a team with the capability to create a product, service, process and activity from an abstract concept or idea into reality. Hence, it is through this process, an individual or a team is able to set up a new business or to find added value for the existing product, service, process or activity.

2.4 Entrepreneurial Success

Success is a concept that is difficult to be defined. Every individual has different views on success. Wickham (2006, p 192) stated that “Success is quite a difficult concept to define because it is multi-faceted. Success is something which is both visible in public but is also experienced at personal level”. The statement by Wickham showed that success is indeed a difficult concept to be defined, because success is basically something that can be seen by the public and only who has experienced it can feel it. Public might say that something that they have achieved is a success whereas the other achievement is not a success. Someone might say that they are not a successful person, but someone else might say that they are a successful person.

The measurement of success is ambiguous. Wickham (2006, p 192-193) stated that success has four aspects namely:

1. Performance of the venture.

Performance here is related to the performance of a business organization. An entrepreneur will use their business to be successful. Business performance success is indicated by its financial performance.

2. People who have expectation from the venture.

In a personal level, success is an individual expectation. Success in this sense is measured by comparing the actual expectation with its outcome.

3. The nature of the expectation.

In business, each stakeholder has different expectation. For investors, their expectation is usually in terms of financial returns. For an entrepreneur, the company becomes the centre of their personal development.

4. Actual outcomes relative to expectation.

Basically, success can be achieved if the actual outcomes has exceeded the expectation. Business performance (financial and strategic performances) is only a portion of success. Success can be achieved when an organization can use its performance to achieve financial, social and personal expectations.

These four aspects conclude that a success for an entrepreneur is basically the performance of the business that he or she has built. Business for an entrepreneur is a tool for people to be successful. The success of a business becomes the success of someone who builds and manages it. Based on the viewpoint of business,

performance measurement is generally based on sales, profits, financial ratio (profit margin, return on capital employed), share price, customer satisfaction and etc. The entrepreneurial legacy is also one of the criteria that is sometimes used by an entrepreneur to measure their success. “The exiting entrepreneur will, at some point, think about achievement in terms of personal value and goals. One naturally thinks in terms of a legacy” (Longenecker, Palich, Petty, and Hoy, 2012, p 27). Longenecker et.al. (2012) showed that for a successful entrepreneur, success is about personal value or goals, success is about their legacy.

An entrepreneur who has gone through various experiences will think that success for him or her is when he or she is able to leave something not only for his or her beneficiaries but also for the society. The measurement of entrepreneurial success based on legacy will take many years and thus cannot be used to measure those who are at the stage of start up and scale up business. The measure of legacy as an indicator of entrepreneur’s success will be suitable for adult entrepreneurs who already have sustainable business. For young entrepreneurs, the legacy still cannot be used as an indicator to measure whether the young entrepreneur is successful or not.

Schaper, Volery, Weber and Lewis (2011) suggested that to assess entrepreneur performance, a simple standard can be used because performance measurement for a large business sometimes cannot be used in the case of entrepreneur performance. The main concern of the entrepreneurship is to find and to exploit the existing opportunities. However, while in the process there is a social side underlying the entrepreneurship activity. The measurement of the entrepreneurship performance is not seen from the financial side only, although the importance of the financial gain cannot be neglected.

The understanding about success and the meaning of success for entrepreneurs gives a view that entrepreneurial success for an entrepreneur is basically can be seen from the business which has been built by them. An entrepreneur can be said to be someone who has already achieved success through their business. Van Praag (2005) mentioned the indicator of success that can generally be used to measure the entrepreneurial success which is business survival. The business survival deals with how long the business stands, how much the profit is earned and how big the income is received by the entrepreneur. This indicator is more suitable to be used for this measure which is applicable to be both at the stage of start up and at the scale up business.

Perez and Canino (2009) have a statement about young firm success. “Defining a company’s success is extremely difficult. Young firms are lacking historical information, and many have neither standardized accounting measures nor indicators performance yet” (Perez and Canino, 2009, p 992). The statement underlines the difficulty in measuring success for a young entrepreneur. In their research, they measured an entrepreneur success is based on subjective indicators reported by the entrepreneurs. The indicators in this research are sales, ROA, company growth, achievement of business goals, general company success and success compared with competitors. The entrepreneur in this study is also the owner of a business where the age of their business is between 3-42 months old. The results of this study explain that success for an entrepreneur is not just in terms of financial, they have another measure to define success such as customer satisfaction. This study also shows that start up business usually does not use formal management system.

Sidik (2012) in his research had chosen the SMEs in Indonesia as the respondents and measured the performance of the entrepreneurs through the firm performance.

The measurement of firm performance for SMEs in Indonesia by Sidik is related to cash flow, profitability, customer satisfaction, sales growth and employee growth. Spencer, Joiner and Salmon (2009) used modified instrument by Gupta and Govindarajan and have discovered that non-financial measures for performance which can be used to improve an organization capability because they are more future oriented. Financial measurement on the other hand can help an organization to understand their current performance. SMEs performance related to financial is difficult to gather because it is a confidential information for them, on the other hand, subjective measurement for small business performance is a reliable measurement (Lingesiya, 2012).

Caree and Verheul (2012) found that entrepreneur performance has a positive effect on satisfaction even though the degree of satisfaction is different. Psychological well-being and leisure time are making them to feel more satisfied than just the income. The performance of a business has increased the satisfaction related to income but not for other types of satisfaction. Success for someone is when they feel satisfied, because when they feel satisfied, they will value what they are doing and will become more motivated to put more effort on their business.

Based on Lingesiya (2012), Caree and Verheul (2012), Perez and Canino (2009), Spencer et al. (2009), and Van Praag (2005) the indicator for entrepreneur success is especially when they are in start up stage which is more non-financial than financial. The indicators which are suitable for 3-42 months old business are lifestyle and social responsibility, because if they love their lifestyle and feel satisfied with what they are doing socially then they can value what they are doing and it can motivate them to continue their effort in their business.

2.4.1 Why Are Some Entrepreneurs More Successful Than Others?

Studies on the factors that described what makes an entrepreneur to become more successful than the others have been done previously, especially for adult entrepreneurs (Schmitt-Rodermund (2004); Sidik (2012); Markman and Baron (2003); Jo and Lee (1996)). However, the focus of the studies on entrepreneurial success is related to the process of resources acquisition and value creation. The studies on the life cycle stage of an entrepreneur specifically to understand the antecedent entrepreneurial success associated with student's focus on their intention to start their own business after graduation (Phan, Wong, and Wang, 2012).

Research on the antecedent of entrepreneurial success for students when they are still studying but also has their own business will provide a new understanding from the perspective of an entrepreneur who has formally learned the concept of entrepreneurship, which factors supported the educated entrepreneurs to be more successful than the others. Previous studies are still not focusing on the antecedent entrepreneurial success for students as an entrepreneur.

Previous research with the aim to understand the antecedent entrepreneurial success in general has been conducted. Table 2.5 summarizes the factors used by previous research in an attempt to find out why an entrepreneur can be more successful than the other entrepreneurs.

Table 2.5

Comparisons Antecedents Entrepreneurial Success

Author	Antecedent Entrepreneurial Success	Related Variable
Schmitt-Rodermund (2004)	Authoritative Parenting, Entrepreneurial Personality, early entrepreneurial competency, Plans for self-employment.	Entrepreneurial Personality, Authoritative parenting related to entrepreneurial success through early entrepreneurial competency. Early entrepreneurial competency is related to entrepreneurial success because entrepreneur has plans for self-employment long ago.
Sidik (2012)	Entrepreneurial traits (personality), entrepreneurial orientation with innovative capacity, innovative performance, market orientation, organizational search as mediating	Entrepreneurial traits, entrepreneurial orientation. The mediating makes the relationship stronger.
Markman and Baron (2003)	Individual-difference dimensions (self-efficacy, ability to recognize opportunity, personal perseverance, human and social capital, superior social skills)	Individual-different dimensions have a role in entrepreneurial success
Jo and Lee (1996)	Education, experience related to management, industrial experience, experience in the line of business.	Education, experience in the line of business.
Koe, Omar, and Sa'ari (2015)	Entrepreneurial intention (sustainable attitude, perceived desirability, perceived feasibility and social norm).	Sustainable attitude, perceived desirability and feasibility.
Herman and Szabo (2014)	Entrepreneurial attitude, entrepreneurial ability, entrepreneurial aspiration.	Entrepreneurial attitude, entrepreneurial ability, entrepreneurial aspiration.
Littunen (2000)	Entrepreneurial personality, entrepreneur personal relationship.	Achievement motivation, locus of control, powerful control and co-operation.

Table 2.5 shows that an entrepreneur as an individual has an important role in entrepreneurial success. Therefore, entrepreneurial personality needs to be examined in relation to the antecedent of entrepreneurial success for educated entrepreneur. Littunen (2000), Markman and Baron (2003) underlined the role of psychological factors in the success of an entrepreneur. Study that used the personality of an entrepreneur as a variable has suggested that achievement motivation and locus of control are the two factors of personality that differentiate between an entrepreneur and non-entrepreneur. Schmitt Rodermund (2004) who explained the developmental model of entrepreneurship has described that entrepreneurial success is affected by personality and parenting style when they are in adolescence. Sidik (2012) also

showed that personality and orientation in becoming an entrepreneur plays a role in entrepreneurial success, which was later reinforced by Koe, Omar and Sa'ari (2015).

An entrepreneur also requires competency to be successful. Herman and Szabo (2014), Jo and Lee (1996), and Schmitt-Rodermund (2004) found that the competency needed by an entrepreneur is through education and experience. Even Schmitt-Rodermund (2004) was the only one who included authoritative parenting style in their study, however, attitude and different individual dimensions are basically influenced by family. Therefore, parenting style should be investigated further in its relationship with the level of success of a student as an entrepreneur.

2.5 Personality Traits

Research on the entrepreneurship associated with personality is an interesting topic for discussion. Personality becomes a factor that is believed to have influence on an entrepreneur, related to entrepreneurial career prospect, entrepreneurial success, entrepreneurial achievement, or entrepreneurial performance (Schmitt-Rodermund (2004); Brandstatter (2011); Luca, Cazan, and Tomulescu (2013); Leutner, Ahmetoglu, Akhtar, and Chamorro-Premuzic (2014); Antonio, Lanawati, Wiriana, and Christina, (2014); Obschonka, Silbereisen, and Schmitt-Rodermund (2010)). With regards to education achievement, personality is also one of the factors that supported academic achievement (Hakimi, Hejazi, and Lavasani, 2011; Geramian, Mashayekhi, and Bin Hj. Ninggal, 2012). Based on previous research, personality has an important role in an individual life, as in their personal life and career development. Entrepreneur as an individual career development is also influenced by personality. Table 2.6 shows the result of researches in which personality has become a supporting factor in relation to an entrepreneur which is still diverse.

Table 2.6

Comparisons Research about Entrepreneurial Personality

Author/Years	Personality Approaches	Respondent	Result
Schmitt-Rodermund (2004)	Big Five Theory of Personality/Five Factor Models	High school students and adult entrepreneurs	Characteristic of entrepreneurial personality: high extraversion (E+), conscientiousness (C+) and openness (O+), low in neuroticism (N-) and agreeableness (A-). Personality traits stronger in entrepreneur than in other profession Entrepreneur traits based on Big Five Theory of Personality, which can predict entrepreneur intention and performance are Conscientiousness (+), Openness (+), Extraversion (+), Neuroticism (-). Agreeableness does not have relation with entrepreneurial intention and performance
Brandstatter (2011)	Big Five Theory of Personality/Five Factor Models	Adult entrepreneurs and managers	
Luca, Cazan, and Tomulescu (2013)	The Multidimensional Locus of Control, The Proactive Personality Scale and The Entrepreneurial Personality Inventory	University Student: Group A (join entrepreneurial training), Group B (not join entrepreneurial training)	Student with entrepreneurial potential likely to get involved in entrepreneurial training
Leutner, Ahmetoglu, Akhtar, and Chamorro-Premuzic (2014)	Big Five Theory of Personality/Five Factor Models		Without META (Measure of Entrepreneurial Tendencies and Abilities) as mediation, all traits correlated with Entrepreneurial Success. After META added, only Extraversion and Agreeableness correlated with Entrepreneurial Success
Antonio, Lanawati, Wiriana, and Christina, (2014)	Minnesota Multiphasic Personality Inventory (MMPI)	Educated Entrepreneur	Personality has significant correlation with Entrepreneurship Achievement
Obschonka, Silbereisen, and Schmitt-Rodermund (2010)	Big Five Theory of Personality/Five Factor Models	Scientist	No direct effect of personality to conditional or unconditional intentions

Table 2.6 shows that personality has been proven to have an effect on someone's intention to conduct entrepreneurial activity, either directly or indirectly. Inconsistency of the relationship between entrepreneurial personality and

entrepreneurial intention or entrepreneur performance can occur because of the differences in the measurement model and the respondents. Brandstatter measured personality by using the Big Five Personality theory of personality and found that four of the five traits in the Big Five Personality theory affected entrepreneurial activity, but Obschonka, Silbereisen, and Schmitt - Rodermund (2010) stated that the relationship between the Big Five Personality trait and entrepreneurial activity is having an indirect relationship. The only difference is that the respondents chosen in the study of Brandstatter (2011) are adult entrepreneurs while the respondents in Obschonka et al. (2010) research are scientists who are expected to commercialize their research.

Luca et al. (2013) found that personality plays a role in attracting students to participate in entrepreneurship training. The third approaches used by Luca et al. is basically based on the Big Five theory of personality, such as internal locus of control which is one's level of confidence in taking advantage of opportunities. It can be measured from the level of openness and extraversion. Extraversion itself includes one's ability to socialize (social skills).

Personality measurement by using the Minnesota Multiphasic Personality Inventory (MMPI) is intended to measure one's level of intelligence. The factors measured are ego strength, responsibility and dominance. Related to the Big Five theory of personality, ego strength includes neuroticism or emotional stability, while responsibility includes conscientiousness. The measurement of entrepreneurial personality by using the Big Five theory itself is generally used because there are only five traits used and they are not overlapping compared to other type of measurements. Besides, the measurement with the Big Five theory has been simplified by Rammstedt and John (2007). The simplification of the Big Five theory

helps the respondents in understanding the questionnaire. Big Five Theory of Personality is also a common measurement used by researcher who used entrepreneurial personality as a variable. Table 2.6 shows that most of the studies used the Big Five Theory to define entrepreneurs' personality. Therefore, in the research, the measurement used to measure entrepreneurs' personality is the simplified version of the Big Five theory of personality in order to reduce bias because of the difficulty in understanding the questionnaire.

2.5.1 Big Five Theory of Personality

The concept of the Big Five Theory of Personality, is also known as the Five Factors Model, was introduced in 1990 by Digman. Digman proposed the Big Five Factors model of personality that was later known as the Big Five (Popkins, 1998). The five personality traits in this theory are Extraversion, Conscientiousness, Agreeableness and Openness. This theory uses a mathematical approach among the five traits to get the combination that eventually becomes the personality of an individual.

1. Extraversion

Extraversion is a trait that has long existed in the science of psychology related to personality. Rothmann and Coetzer (2003, p 69) said that "Extraversion includes several traits such as sociability, assertiveness, activity and talkativeness. Extraverts are energetic and optimistic."

Another understanding regarding extraversion is someone who is talkative, gregarious, socially poised and behave assertively (McCrae and Costa, Jr., 2003). Someone who has the trait of extraversion can be said to be a person who has a good social interaction and open in communicating the problems that disturb him or her. Someone with low level of extraversion is usually emotionally bland, avoid close

relationships, over control and submissive, or in common terms is known as an introvert. Someone with extraversion trait has a good social skill and happily takes the role as a leader because people with extraversion trait is generally talkative and energetic. A leader must have the ability to communicate, confident, and able to socialize well (Kirby, 2003; Felfe and Schyns, 2006). An entrepreneur is basically a leader so they must lead the business (as a manager). Therefore, the level of extraversion in an entrepreneur should be high according to McCrae and Costa, Jr. (2003) and that indication is the expected result in this study.

2. Conscientiousness

Conscientiousness is often associated with someone who is responsible and discipline. Conscientiousness is also often associated with leadership and entrepreneurship. Brandstatter (2011) described conscientiousness to have two aspects namely achievement motivation and dependability as in his statement “Conscientiousness is one of the Big Five dimensions where entrepreneurs are superior to managers. Two facets of conscientiousness are achievement motivation and dependability” (Brandstatter, 2011, p 229).

Someone who has a high level of conscientiousness is motivated to pursue their goal, so conscientiousness must be owned by an entrepreneur. The understanding of conscientiousness itself is “Conscientiousness refers to self-control and the active process of planning, organizing and carrying out task” (Rothmann and Coetzer, 2003, p 69). Based on that understanding, someone with conscientiousness trait is someone who has self-control and good at time management in order to perform all of their duties. This understanding also makes people who have high level of conscientiousness to be the people who are very productive. Another explanation

about conscientiousness is “Conscientiousness people are rational, informed and generally think of themselves as being high in competency. Part of their success results from their organization and order, which makes them to be efficient while working” (McCrae and Costa, Jr., 2003, p 50). McCrae and Costa, Jr. (2003) statement has supported Rothmann and Coetzer (2003) statement. People who are rational and know what they must do are the people who have self-control and can do active process in their life.

The existence of conscientiousness trait is needed by an entrepreneur because an entrepreneur should be able to think rationally and has the confidence about their own competency. Someone with high level of conscientiousness has the ability to become an entrepreneur because they will be able to control themselves and those around them. They are also able to achieve their objectives because of their motivation to achieve it. The result of Leutner et al. (2014) research showed that conscientiousness has no effect on entrepreneurial activity, but other studies have found that conscientiousness has effect on entrepreneurial activity.

3. Agreeableness

Someone who is easy to trust others generally is a trustworthy person. In relation with entrepreneurial personality, agreeableness is a trait that still need to be further investigated because the result of previous studies showed inconsistency about the role of this trait within an entrepreneur. The study of Leutner et al. (2014) showed that agreeableness is needed by an entrepreneur. However, Branstatter (2011) and Ciavarelli et al. (2004) found that agreeableness has no effect on entrepreneurship. Schmitt-Rodermund (2004) also stated that for an entrepreneur, the level of agreeableness should be low.

McCrae and Costa, Jr. (2003, p 50) said that “Agreeable people are trusting, believing the best of others and rarely suspecting hidden intents”. This statement is strengthened by another statement; “An agreeable person is fundamentally altruistic, sympathetic towards others and eager to help them, and in return believes that others will equally helpful” (Rothmann and Coetzer, 2003, p 69). The view of McCrae and Costa, Jr. (2003) and Rothmann and Coetzer (2003) indicated that someone with agreeable trait is basically sympathetic towards others. The high level of agreeableness will make someone difficult to see whether other people have hidden motives or not. The existence of agreeableness trait in an entrepreneur is needed because an entrepreneur must be able to socialize. However, the level of agreeableness that is needed have to be identified, because if it the agreeableness level is too low then people will not know how to work together with others and if it is too high then it will make people easily to be deceived.

Someone with low agreeableness level tends to be critical and sceptical, looks down on others, tries to go beyond the limit, and easily express disagreement with other people. People who are easily criticizing others, sceptical and easily getting into conflict with others will be difficult to become an entrepreneur. An entrepreneur needs the ability to socialize. Moreover, as a leader, an entrepreneur must be able to accept criticism.

Michael, Storey and Thomas (2002) reminded that competition between firms in business is common. Competition with other competitors will make an entrepreneur who is also a manager of a business to not look down on their competitors. Entrepreneurs should also be able to distinguish between reliable information and the unreliable ones. Therefore, an entrepreneur must trust others, but on the other hand the entrepreneur must also takes care of their business. An entrepreneur should be

able to think about any possibility that might happen. It makes agreeableness to become a trait that is difficult to predict its level because balancing the level of agreeableness is difficult to achieve and to maintain.

4. Openness

An entrepreneur is often associated with someone who is able to see opportunities, find new ideas and has the out of the box thinking. In McCrae and Costa Jr. (2003) study, openness is about acceptance of new ideas, processes, views and other experiences. “Openness in our model should not be confused with self-disclosure (willing to talk about one’s inner feelings); instead, it refers to a receptiveness to new ideas, approaches, and experiences” (McCrae and Costa, Jr., 2003, p 49).

Based on the statement, someone is said to have openness trait when he or she is open to ideas, methods, or new experiences and has interest to try new things. It is the same thing based on the understanding by Rothmann and Coetzer (2003) and Ciavarelli et al. (2004). According to them, someone who is open has an active imagination, has a high intellectual curiosity and therefore has a high level of intelligence.

Someone who has a low score of openness is a conservative, conventional, uncomfortable with complexity and has a high moral value. A conservative and conventional person tends to avoid challenges, afraid to take risks and is not willing to seek opportunities. An entrepreneur requires courage to take risks, willing to seek opportunities in order to be able to find new ideas (Morris, 1998; Timmons, 1997) Therefore, an entrepreneur must have a high level of openness so that the entrepreneur can find a new opportunity because they have an open mind to the new things around them.

5. Neuroticism / Emotional Stability

Neuroticism is often described as an unpleasant and disturbing emotion that exists in oneself. As stated, “anxiety and angry hostility, the first two facets of neuroticism. Hostile people show a corresponding proneness to experience anger” (McCrae and Costa, Jr., 2003, p 47-48), an individual who can control their discomfort and always feels angry may have high neuroticism level.

Another understanding about neuroticism is someone who is emotionally unstable, easily sad, and depressed. Neuroticism is identical with a negative feeling (Brandstatter, 2011; Hakimi et al., 2011; Rothmann and Coetzer, 2003). Based on this understanding, neuroticism is often associated with someone who has a mental disorder because of the tendency to be depressed and the inability to control his or her own emotions.

Someone with this kind of disorder has a high score in neuroticism but that does not mean that someone with no disorder does not have neuroticism in them. Neuroticism level in oneself is different from one to another, but someone who has a high level of neuroticism is easy to get angry. Someone who has low score on neuroticism is usually calm and relaxed, satisfied with themselves, has a clear-cut personality and pride of themselves on objectivity.

Related to the entrepreneurship, the studies by using the Big Five Personality showed that an entrepreneur usually has a low level of neuroticism (Brandstatter, 2011; Schmitt-Rodermund, 2004). An entrepreneur must have the ability to control himself or herself and able to socialize. Anger and tendency to feel depressed will make it difficult for someone who has a dream of becoming an entrepreneur. Therefore, result of the research which said an entrepreneur must have a low level of

neuroticism can be understood. Research from Luca and Cazan (2011) by using Multidimensional Locus of Control Scale has strengthened the conclusion obtained in which an entrepreneur is an individual who is able to control himself or herself. Thus, someone with a high level of emotional stability or low level of neuroticism is fit to be an entrepreneur because they can control themselves so they cannot be controlled by other people.

2.6 Authoritative Parenting Style

Family is a group of people living together and also an early learning place for an individual, especially learning about the acceptable behaviours in society. For example, learning about discipline. Discipline is a method to teach a child with positive character, self-control, moral values and behaviour (Papalia, Olds, and Feldman, 2003). This statement shows that discipline can be learnt. Parents can teach their children on how to be a discipline person.

Discipline is a powerful tool for someone to be able to socialize. Sometimes parents teach discipline to their children using by punishment, but the punishment may be useless in the learning process when the child does not understand the reason behind the punishment. The effectiveness of parental discipline depends on how the child can understand and accept the message that their parents try to convey to them. Parents must be fair, accurate, clear and consistent to meet their expectations first, so that the message can be delivered properly. Therefore, parenting style becomes the basis for an individual education because through parents, an individual learns how to live and adapt with their environment and other people in their surroundings.

In 1971, Baumrind is the first researcher who examined parental style. Baumrind has found three parenting styles, which are authoritarian, permissive and authoritative.

These parental styles are also known as Baumrind Model. In 1983, Maccoby and Martin added one more parenting style to the model that is neglectful. This model is known as the four-typology model of parental socialization style. Four-typology model is divided into two dimensional models that will determine parenting style models, responsiveness (warmth) and demandingness (strictness). Both dimensions determine the four models of parenting style namely authoritative, neglectful, indulgent and authoritarian (Garcia and Gracia, 2009).

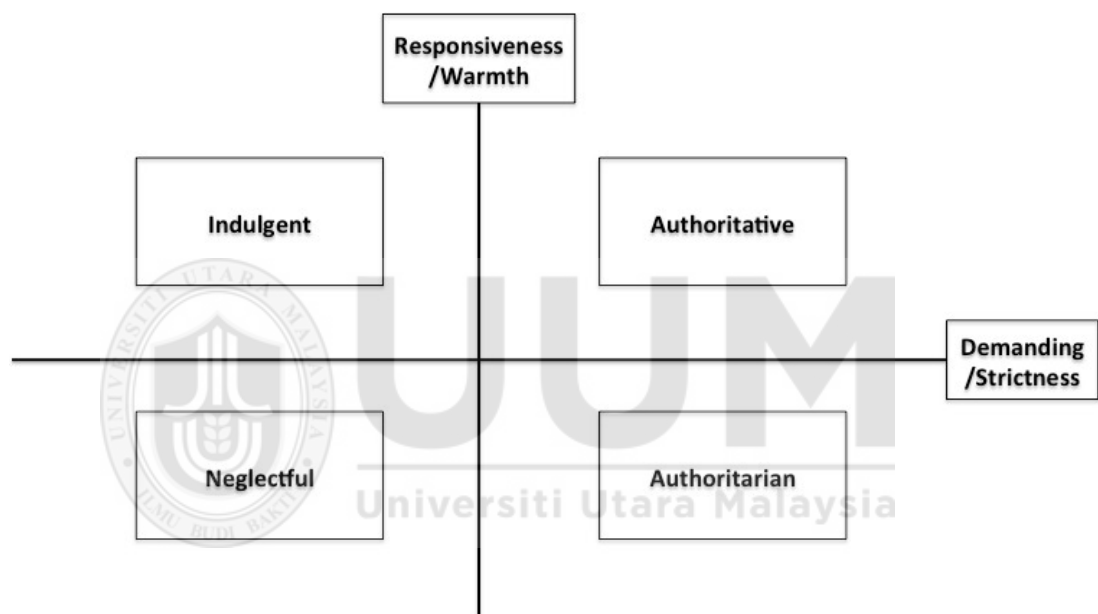


Figure 2.1
Four Typology Model of Parental Style
 Source: Garcia and Gracia (2009)

Figure 2.1 explains the relationship between the two dimensions of responsiveness (warmth) and demandingness (strictness) parenting style. The authoritative style of parenting is a parenting style in which parents are responsive to the needs of their children but also put limits on their children. Parents are involved in their children's life, provide warmth and support but also provide limits to control their children. Indulgent parenting style is the style of parenting where parents are responsive to the needs of children and there are no restrictions applied to the children. It is similar to

authoritative style, but here, the parents give freedom to their children without any strict limits. Authoritarian parenting style is a style of parenting in which parents give limits to their children but not responsive to their children needs. This parenting style can be said as the dictatorial parenting style where children must follow parent's rules but do not get support from their parents. Neglectful parenting style is a parenting style in which parents do not provide restrictions on the child and not responsive to the needs of their children. Neglectful style gives the impression that the parents do not care about their children

“Given that parents have limited influence over the child's peer relationships, direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their academic achievement. The design of policies, practices, and interventions should reflect an understanding of these findings about the nature and magnitude of parental influence on children's academic achievement” (Shute, Hansen, Underwood, and Razzouk, 2011, p 9).

Based on the research conducted by Shute, Hansen, Underwood and Razzouk, an individual who grows up in a family that provides a room for seeking opportunity but on the other hand gives appropriate policies and interventions, demonstrate better academic achievement than the other individuals. The parenting style that gives a clear policy and at the same time performs a good responsiveness is the authoritative parenting. Therefore, this research showed that authoritative parenting style has a role in the success of an individual in terms of academic achievement.

Garcia and Gracia have different results regarding the optimum parenting style. They stated, “In this respect, it is interesting to note that we consistently found that adolescents from authoritative families performed worse than those from indulgent families on several outcomes associated with emotional adjustment and academic achievement” (Garcia and Gracia, 2009, p 122). The results of the study by Garcia and Gracia show that an individual with indulgent parenting style has better

achievement rather than individuals raised in authoritative manner. Both of these two studies have different results in determining the optimum parenting style. However, both of these studies have something in common in determining the dimension required for an individual to develop better, which is responsiveness (warmth). An individuals who grows up with authoritarian and neglectful parenting styles have performed less well than the authoritative and indulgent because no responsiveness (warmth) in a parenting style has been applied by the parents.

The difference in study results is possible because of the different culture of the research subject. Sovet and Metz (2014) examined the parenting styles effect on career decision making in two countries, namely France and South Korea. Their findings showed that in France, parenting style that effectively provides positive influence in career decision making is the authoritative parenting style while in South Korea, an effective student grows in authoritative parenting style. Other studies have shown that authoritative parenting style is not effective. However, these studies were conducted in Europe and America. Therefore, the difference is possible because of the quite big differences in culture between Eastern Countries and Western Countries.

In relation to entrepreneurial success, Schmitt-Rodermund (2004) included authoritative parenting style in their research model. The basis for the addition of authoritative parenting style in their model of research is the effect from the result of Baumrind's study in 1991, in his thinking. Schmitt-Rodermund stated in her study about parenting style related to entrepreneurs' development is that early entrepreneurial competency may lie in the context within individual development. A form of parental behaviour that provides support and rules while simultaneously

granting autonomy is known as authoritative parenting (Schmitt-Rodermund, 2004). The statement opens the idea about the role of parenting in an entrepreneur life.

Individual growth and development are influenced by the role of parents, so parenting style is certainly influential for an entrepreneur. The role of parenting style in the process of one's growth and development must be considered in the formation of entrepreneurial success. Therefore, in looking for antecedent of entrepreneurial success, the influence of parenting style needs to be tested. Results of the study by Schmitt-Rodermund showed that authoritative parenting style can predict entrepreneurial competencies in adolescence, because the more quality time parents spend to support their child, the more evolve their competencies will become. This result has proven that authoritative parenting style has a role in developing entrepreneurs' competencies.

Research on parenting style particularly authoritative parenting style associated with entrepreneurship as the antecedent of entrepreneurial success. Apart from Schmitt-Rodermund, research on authoritative parenting in the frame of entrepreneurship, has been conducted by Tenibiaje (2010), in which this research suggested that personality traits, interest of youths and parenting are factors to be considered in entrepreneurial success. Entrepreneurial interest in this research is referring to Kent (1990) research about entrepreneurial skill in which adolescent has as an advantage for their start up business in the future. Parenting style can help to encourage a child to develop their competencies. This study strengthens the indication about authoritative parenting style roles in entrepreneurial competencies and entrepreneurial success.

The previous studies indicated the role of authoritative parenting style indirectly on entrepreneurial success because the relation of authoritative parenting style and entrepreneurial success needs a mediating variable. However, it shows that parenting style is influential in the success of an entrepreneur. Boz and Ergeneli (2014) reinforced the idea that parenting styles play a role in determining an individual's interest to become an entrepreneur. Results of the research on women entrepreneurs in Turkey showed that the perception to be an entrepreneur is formed by parenting style in the family, especially father parenting style, but this study does not show that parenting style is effective in relation with one's choice to become an entrepreneur.

Zafar and Khan (2013) also has conducted a study about entrepreneurial success which is linked to family. In his study, family becomes one of the factors that influenced a successful entrepreneur. An entrepreneur who has a family background as businessman usually becomes a successful entrepreneur too. In this research, father is a role model for their child, as a role model father can influence and gives motivation to start a business. Based on other study which found that parenting styles influenced entrepreneurial activity, this study also supported the other result even though the focus of the study is family not only parenting styles.

There are a few studies linking authoritative parenting style with entrepreneurship; however, parenting style has been proven to be influential in academic achievement. Therefore, the effect of parenting style needs to be tested towards entrepreneurial success. In academic achievement, there are two parenting styles that play an important role, which are the authoritative and indulgent parenting styles. Some studies supported the authoritative parenting style as the most optimum style in determining success in terms of academic achievement. While another study has also stated indulgent style has the optimum role. Nevertheless, all the studies agreed that

the parenting styles affected one's success. The parenting style, which is particularly authoritative parenting style, can be considered as an antecedent of entrepreneurial success by seeing the results from previous research associated with both the academic achievement and entrepreneurial success. Therefore, in this study, to add authoritative parenting style as the independent variable that pushed an entrepreneur to learn about their competencies and to help them to achieve success as start up business owner is an interesting point of view and worthy of being tested.

2.7 Entrepreneurial Competencies

Competition in the business world today leads to the needs of an individual who can think globally to make their business successful. These two statements explained about the need of an entrepreneur's mind to compete in a competitive market. The first statement is "a global mind-set is the ability to analyse, to understand and to manage an internal organization in ways that are not dependent on the assumptions of a single country, culture or context" (Hitt, Ireland, and Hoskisson, 2010, p 73), another statement is from Alvarez and Barney; "Entrepreneurial actions are about creating new resources or combining existing resources in new ways..... If the entrepreneur is successful, his or her tacit knowledge will enable the entrepreneur to re-bundle the resources....." (Alvarez and Barney, 2002, p 90).

These two views above demonstrated the importance of a global mindset for an entrepreneur. An entrepreneur must have a global mindset to be able to survive in the competition both with fellow entrepreneurs and the professionals who are working for a large company because an entrepreneur should not only depends on the assumptions in a country, region or specific culture. An entrepreneur must also have the knowledge to be able to manage resources that he or she has. The ability to match

markets and resources including information and social network is a source of opportunity which is also an asset for a company to achieve good performance. An entrepreneur must have competency in managing his or her assets. “A new market entry is a consequence of certain procedures which the managers must carry out to fulfil their objectives. Entrepreneurial competency is the capability specifically geared towards structuring inter-firm relations” (Khalid and Bhatti, 2015, p 2). The statement showed the important role of entrepreneurial competency for an entrepreneur to reach their goals. Another study by Obschonka, Silbereisen, Schmitt- Rodermund, and Stuetzer in 2011 is in line with Khalid and Bhatti view. “Setting up a new business probably requires skills other than leading and strategies (capability to acquire and to manage resources in order to utilize a given market opportunity)” (Obschonka, Silbereisen, Schmitt-Rodermund, and Stuetzer, 2011, p 128). The statement above strengthened the study of Khalid and Bhatti, entrepreneurial competency is not only to lead a business and makes strategies but also to acquire and to manage all resources that a business needs to get the opportunity.

Entrepreneurs should have the competencies to be able to achieve their purpose. Mitchelmore and Rowley (2010) also supported the view that competencies are important things for a business to grow and to succeed. Therefore, an entrepreneur must have the ability to build structures in the start up business.

Entrepreneurs must be able to translate specific activities related to beliefs, values and cultures that they have to build their business. Another ability that they must possess is the ability to acquire and to manage the resources needed. The ability to communicate the activities needed by entrepreneurs in building their business and enable them to survive in the business. Therefore, an entrepreneur must have the competencies more than a manager. A manager who works in a large company is

often called as the asset for the company, as well as an entrepreneur. The entrepreneurs are the asset of their business. A manager is a human capital for a large company, the entrepreneur is the most important human capital in the start up business. Human capital is concerned with knowledge and capacities. Human capital can be trained and improved (Rauch and Frese, 2000). This statement shows that human capital can be developed, that way as owner-manager in his/her business, an entrepreneur can be trained to improve their knowledge and capacities. This study opens the idea about early entrepreneurial competency can be developed to achieve entrepreneurial competency when someone has chosen to become an entrepreneur.

Entrepreneurs are the owners and the leaders of their start up business, so entrepreneurs are the human capitals that are essential in a business. Human capital focuses on knowledge and capacity, which is basically the two things which can be learned, trained and enhanced. Entrepreneurs are required to learn and to improve their knowledge and capability. Knowledge and capability of entrepreneurs are their entrepreneurial competency which are needed to start up a business and for SMEs to grow and to overcome the challenges that exist in order to reach the goal (Khalid and Bhatti (2015); Rauch and Frese (2000); Hitt, Ireland, and Hoskisson (2010); Sambasivan, Abdul, and Yusop, 2009)).

Previous studies about entrepreneurial competencies have different views about the indicators that explained about entrepreneurial competencies. Man, and Lau (2000) suggested that entrepreneurial competencies consist of opportunity, conceptual, relationship, organising, strategic, and commitment competency. Rezaeid-Zadeh, Hogan, O'Reilly, Cleary, and Murphy (2014) have a different view about the components of entrepreneurial competencies. In their point of view, the components of entrepreneurial competencies are positive attitude, competitiveness, determination,

questioning everything, communication, ingenuity, leadership and management, emotions management, decision-making, adaptability, tolerance for uncertainty and add value. Rahman, Amran, Ahmad, and Taghizadeh (2015) are using 4 indicators in their research namely opportunity, strategies, conceptual and technical.

Other researchers have different components for competencies such as innovation management, establishing and managing stable relationship, organizational development and networking (Capaldo, Iandoli, and Ponsiglione, 2004), strategic competency, conceptual competency, opportunity competency, learning competencies, personal competencies, ethical competencies and familism (Tehseen and Ramayah, 2015). The components used for entrepreneurial competencies in the previous research have different names but they have a similarity. Opportunity is explicitly showed by Man and Lau (2000), Rezaeid-Zadeh et al. (2014), Rahman et al. (2015) and Tehseen and Ramayah (2015). Strategies competencies showed by Man and Lau (2000), Rahman et al. (2015), Tehseen and Ramayah (2015). Networking is also an important competency because the previous studies indicated that competencies, so the relationship competencies must be included into entrepreneurial competencies indicators. Organizing competency and commitment competency are also discussed in the previous studies even though they used other terms like leadership and management and familism.

The comparison of entrepreneurial competencies indicator in the previous studies has showed that Man and Lau (2000) view about entrepreneurship has been fully covered in their study. In advanced research by Man et al. (2008), they tested their findings about entrepreneurial competencies by using 42 questions as the indicator. Their questionnaire is based on exploratory analysis. In their previous research, they split the manifest that explained about the variables into 7 groups, namely opportunity,

relationship, conceptual, organizing, relationship, conceptual, strategic, commitment and supporting competencies. Based on the other studies in the literature review or in qualitative method, supporting competency is usually not included (Mitchelmore and Rowley (2010); Solesvik (2012)). The indicator of entrepreneurial competencies used in this research is based on Man and Lau (2000), which is:

1. Opportunity Competency

Rasmussen, Mosey, and Wright (2014) said that opportunity is the first competency for an entrepreneur to start up their business. Recognition of the market opportunity is important for an entrepreneur to build their business. Man, and Lau (2000), Man et al. (2008) have a similar understanding about opportunity competencies with Rasmussen et al., opportunity is a competency related to how an entrepreneur can identify their market opportunities.

2. Relationship Competency

Man, and Lau (2000) said that relationship competency is a behavioural focus of one person to another person or an individual to a group interaction. Rezaei- Zadeh, Hogan, O'Reilly, Cleary, and Murphy (2014) found that communication is one of the important competencies that an entrepreneur must have. Communication is one of the methods to create a relationship with other people, this is supporting the relationship competency as suggested by Man and Lau. An entrepreneur must manage their competency to work together with other people, because an entrepreneur must manage their resource which is people.

3. Conceptual Competency

Man, and Lau (2000) suggested that conceptual competency is needed to create organizational capabilities along with relationship competency and organising competency. Conceptual competency means a competency that is related to mental capability such as taking risks, translating ideas into action, and analysing how to achieve a goal (Tehseen and Ramayah, 2015; Ahmad, Ramayah, Wilson, and Kummerow, 2015).

4. Organizing Competency

Creating organisational capabilities will need organising competency (Man and Lau (2000)). An entrepreneur as a manager must lead their business to achieve competitive advantage by using internal and external resource including human capital. Related to Resources Based View (RBV) theory, human capital is a tangible asset and an entrepreneur will succeed if they can organise this important element (Tehseen and Ramayah, 2015).

5. Strategic Competency

Strategic and entrepreneurship are two different point of views, but they need to be combined to build a sustainable start up business (Meyer, Neck, and Meeks, 2002). An entrepreneur needs strategic competency to set a goal, evaluate and implement how to achieve their goal based on strategic perspective Man and Lau (2000); Tehseen and Ramayah (2015) suggested strategic competency as a competency that an entrepreneur shall need to set a goal and to take action if they want their business to be successful.

6. Commitment Competency

The last competency is commitment competency. This competency is related to how an entrepreneur can commit to their business if they want to sustain their business (Man and Lau, 2000).

2.8 Holland's RIASEC Vocational Choice Theory as Underpinning Theory

The relationship of variables chosen in this research is based on Schmitt-Rodermund (2004), Man and Lau (2000) and Rasmussen, Mosey, and Wright (2011) studies. Schmitt-Rodermund (2004) suggested that personality and authoritative parenting style influenced a person career choice and entrepreneurial success through early entrepreneurial competencies. Rasmussen et al. (2011) indicated that competencies can be developed during a person life and Man and Lau (2000) suggested that entrepreneurial competencies have six dimensions that become the indicators for entrepreneurial competencies and have significant influences on entrepreneurial success. The idea in this research is based on literature study which is entrepreneurial success is evidently influenced by entrepreneurial competencies but what are the variables that can make some people to be more successful than others, how they can get their competencies to be more superior than others, is it their education or other variables? Schmitt Rodermund (2000) study is based on Holland's RIASEC vocational choice theory, in which he/she has developed a model where personality and parenting style influenced a person early competencies in entrepreneurship and then from these competencies, that person can choose to become a successful entrepreneur. The idea that personality can influence entrepreneurial competencies is not a new idea. Baum (1995) has a suggestion that skill, knowledge, abilities are

parts of competencies which are influenced by personality even said they are not in the context of entrepreneurship. Therefore, to understand the root of the study which has been conducted, a literature review about Holland's RIASEC vocational choice theory is mandatory because the previous studies have also developed models from the theory.

Vocational choice theory assumed that a person's choice in their career or job or education is a product of their interaction of cultural and personal forces including parents, peers, significant adults and physical environment. The development of vocational choice in a person's life is influenced by personality inventories such as person's values, attitudes, needs, self-concept and preferred activities (Holland, 1959).

The Holland's RIASEC vocational choice theory has divided six types of people which are:

1. Realistic

Realistic is described as masculine, has a strong physical, unsociable, aggressive, have a good motor coordination as well as physical skill, lack of interpersonal skill. A person who is included in this type usually has a job as labourer, machine operator, aviator, farmer and etc.

2. Intellectual

Intellectual is described as task oriented, interceptive person (only focus on their own feeling), prefer to think than act, needs to understand and enjoys ambiguous task. This intellectual type usually is physicist, anthropologist, chemist, mathematician and etc.

3. Social

Social type is a person who is sociable, responsible, feminine, humanistic, religious, has a good verbal and interpersonal skill and avoid problem solving activity. They who fall in this type usually work as social workers, nurses, teachers, interviewer and etc.

4. Conventional

A conventional type usually has a job as bank teller, secretary, bookkeeper and etc. because he/she loves structured verbal and numerical activities, subordinate role but avoids ambiguous situation and problems.

5. Enterprising

An enterprising type has a good verbal skill, good in negotiable, dominant and loves to lead others. Usually they will become a salesman, businessman, manager, politician, business executive.

6. Artistic

Artistic type is the same as intellectual, but he/she needs individualistic expression and avoids highly thinking. They are more feminine and more often dealing with emotional problem. He/she usually has a career as a musician, artist, poet, sculptors, and writer.

Holland (1963) tested the theory by assuming that the education they have chosen for their future career is based on the nature of a person and the education environment is a reflection of their personalities. Even though the result of Holland's study does not significantly focuses on entrepreneurship, His study opens a new perspective that the nature of a person which is personalities has influenced a person in choosing the education to help them to develop their competencies and to support their career choice in the future. This finding is also fit with Caird (1991) study in which an

entrepreneur has different identity characteristic compared with other enterprising job like manager or business executive. Even in the study, Caird (1991) suggested that psychological testing needs to be added, and competencies development is valid and need to be studied further.

Regarding the relationship of Holland's theory and the Big Five Personality theory by Digman in 1990, Furnham (2001) has conducted a study. In his study, the five traits which are extraversion, neuroticism, openness, agreeableness and conscientiousness are found in the six types from Holland's theory, for example, high extraversion is found in social and enterprising types even the empirical study needs to be addressed. This study is also supported by (Almeida, Ahmetoglu, and Chamarro-Premuzic, 2013).

Holland (1995); Holland (1963) also underlined environment as a variable that influenced a person's vocational choice. The first environment in a person life is their family especially parents. Oren, Caduri, and Tziner (2013); Bryant, Zvonkovic, and Reynolds (2006) and Jodl, Michael, Malanchuk, Eccles, and Sameroff (2001) supported the idea that parents have an important role in their children career choice. Trice, Hughes, Odom, Woods, and McClellan (1995) found that even though vocational choice is influenced by parents, other variables have strong influence too in a child's life and can shape a person career choice. According to other theories and other researchers' findings, parenting style has a role in a person's vocational choice through aspiration, identification and education choice for a child by his/her parents. Therefore, this research is based on Hollands theory, a person personality and parenting style can influence people success which is in this research is the entrepreneurial success through entrepreneurial competencies.

2.9 Relation Between Variables

This subchapter discusses the relevance of previous studies and the gap of the prevailing theories. This subchapter also connected the variables of the present study to the previous studies. Hence, it is expected that this study will serve as a basic model as shown in the theoretical framework. Basically the framework of this study is developed from a developmental model of entrepreneurship (Schmitt-Rodermund, 2004) and multi-dimensional conceptualization of competitiveness (Man and Lau (2000); Man, Lau, and Snape (2008))

2.9.1 Big Five Personality and Entrepreneurial Competencies

Previous research about the relationship of personality and entrepreneurial activity has been conducted and in the end has achieved different results. Schmitt- Rodermund (2004), Tenibiaje (2010), Leutner et al. (2014), Antonio et al. (2014), Obschonka et al. (2010) and Sidik (2010) are using personality in their research related to entrepreneurship. Personality in the previous research has a varied approach and indicators.

Using conscientiousness, locus of control, and need for achievement as the indicator for personality, Sidik (2010) found that personality has indirect effect to a firm performance. The direct mediating variable from entrepreneurial personality in this research is entrepreneurial orientation, other mediating variables are organizational search, market orientation, innovative capacity and innovative performance. The model of this research can be seen in Figure 2.2.



Figure 2.2

Mediating Factors on Relationship of Entrepreneurial Traits and SME Performance

Source: Sidik (2012)

The result of the research by Sidik is based on the model in Figure 2.2 shows that entrepreneurial personality has indirect relationship with firm performance but has proven to be capable in influencing the success of the company. Firm performance for a small business is a measure of owner's performance where the owner of the small business is an entrepreneur.

The research conducted by Ciavarella, Buchholtz, Riordan, Gatewood, and Stokes (2004), with the aim to determine the effect of every trait that exists in the personality towards performance. Ciavarella et al. used the Big Five inventory as personality traits, it is a different trait than the personality traits in the study by Sidik. The result of the study in Ciavarella et al. (2004) showed a result that is conscientiousness which has a relationship with long term venture survival while openness has negative relationship with venture survival. Three other traits, namely extraversion, emotional stability and agreeableness have no relationship with venture survival. Therefore, from the five hypotheses presented, there is only one which is appropriate. The model of this research can be seen in Figure 2.3.

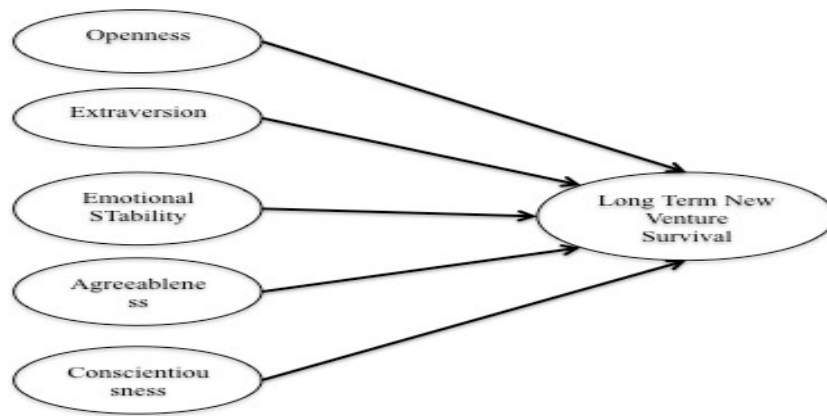


Figure 2.3

Entrepreneurial Personality and Long Term New Venture Survival

Source: Ciavarella, Buchholtz, Riordan, Gatewood, and Stokes (2004)

Figure 2.3 shows the model of Ciavarella et al. (2004) study. The personality traits are based on the Big Five Performance (BFP) directly towards a long term new venture survival. Survival in this research is a new venture that can survive a minimum of 8 years or the number of years in business (maximum of 23 years). The result of this study indicates that people who stick on task rather than searching for opportunity is the people who are suitable to guide venture to the maturity stage. This research has different findings from Schmitt-Rodermund research. Schmitt- Rodermund (2004) found that openness, extraversion and conscientiousness have positive relationship with entrepreneurial career prospect for high school students and with entrepreneurial prospect for business owners. Openness in the Big Five inventory is associated with people who are able to see opportunity. The meaning of an entrepreneur is always related to opportunity (Morris, 1998; Scarborough, 2012), based on this meaning, the result in the research by Ciavarella et al. (2004), shows that personality traits in the research is different from the general understanding of an entrepreneur. The differences happened because in the research, the respondents are also the owner who have a experience in business for a minimum of 8 years or 23 years, , so the respondents are experienced people in business, and they do not use

mediating variable. Schmitt-Rodermund (2004) on the other hand is using early entrepreneurial competency as the mediating variable, in the research, openness has an effect on entrepreneur activity, this means opportunity creation, innovation and finding new ideas have influenced entrepreneur personality.

Brandstatter (2011) study found similarity with the study of Schmitt-Rodermund. openness, extraversion and conscientiousness have positive relationship with entrepreneurial activity while neuroticism has a negative relationship. The difference is agreeableness. In this study, agreeableness is not correlated with entrepreneurial activity. The study of Brandstatter (2011) is based on the Complex Process Model of Entrepreneurship by Freese (Figure 2.4).

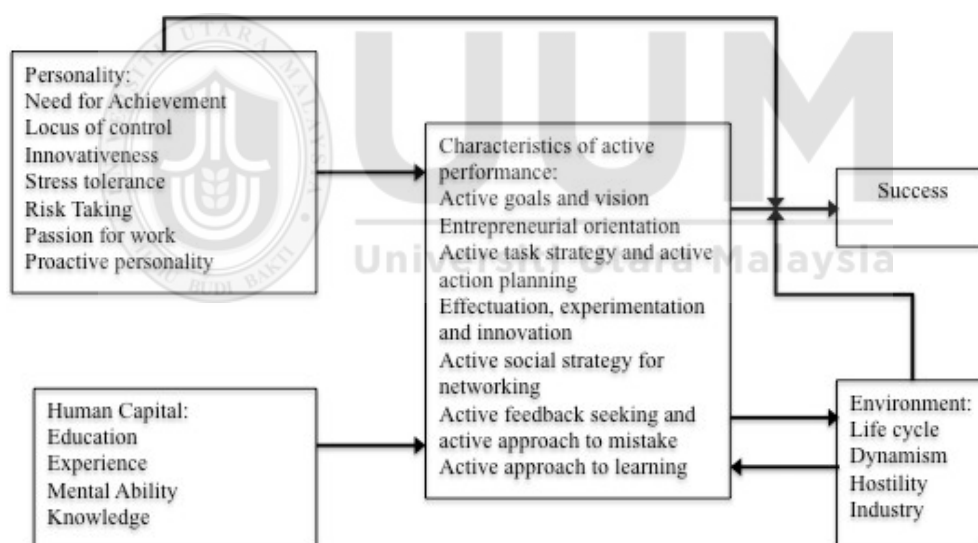


Figure 2.4
Complex Process Model of Entrepreneurship by Freese
Source: Branstatter (2011)

The characteristics of active performance in Figure 2.4 have similarity with the competency indicators as suggested by Man and Lau (2000). Table 2.7 explains the comparison of characteristics in complex process model and Man and Lau's competency indicator.

Table 2.7

Comparison between Characteristic of Active Performance and Entrepreneurial Competencies Indicator

Characteristic of Active Performance	Entrepreneurial Competencies Indicator	Comparison Explanation
Active goals and visions	Strategic competencies	Active goals and visions have similarity with one dimension on strategic competencies, entrepreneur having a vision, setting and evaluating goals.
Active task strategy and active action planning	Strategic competencies	In strategic competencies dimension, entrepreneur must be have a competency to make changes in the firms strategy in response to changes in environmental and market condition. This dimension support active task strategy, in which entrepreneur must have capabilities to set active strategy based on condition.
Effectuation, experimentation and innovation	Relationship competencies Conceptual competencies	Effectuation can be done if the individu not only have network but got advantage from them. In relationship competencies, one of its dimension is using network and relationships to acquiring and strengthen the business. In conceptual competencies, innovation, think intuitively, and view from different angle is three of four its dimension. This dimension support experiment and innovation in characteristic in complex model.
Active social strategy for networking	Relationship competencies	Active social strategy for networking means entrepreneur must build networking throught social strategy. In relationship competencies, build relationship is not enough, entrepereneur must communicate and can manage conflict too. So, active social strategy for networking and relationship competencies have similarity.
Active feedback seeking and active approach to mistakes	Supporting competencies	Learn and adapt is a dimension of supporting competencies. Learn in this dimension means learns from past experience, form others, from books and theories including from own and other's mistake and failure then adapt them for our self advantage. This competencies have similarity with active feedback seeking and active approach to mistakes and active approach learning.
Active approach to learning	Supporting competencies	

Source: Brandstatter (2011); Man and Lau (2000)

Figure 2.4 and Table 2.7 support the indication that entrepreneurial competencies should be the mediating variable in the relationship between entrepreneurial personality and entrepreneurial success. Obschonka et al. (2010) also used BFP as the indicator of entrepreneurial personality in their research. The research also has similar result about entrepreneurial personality and entrepreneurial activity (entrepreneurial competency and entrepreneurial intention in this research) which is

three out of five traits have high value and only agreeableness and neuroticism have low value. Figure 2.5 shows Obschonka et al. (2010) model.

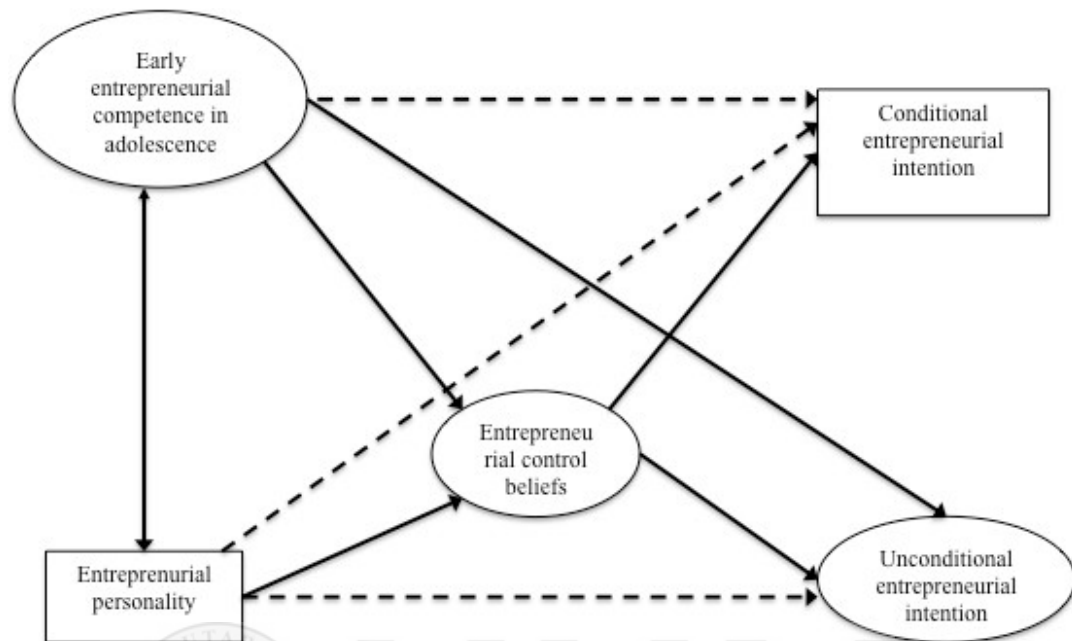


Figure 2.5
Entrepreneurial Intention as Development Outcome
Source: Obschonka, Silbereisen, and Schmitt-Rodermund (2010)

Even though previous studies are using BFP as the indicator of entrepreneurial personality with the mediating variables showed similar research, but Leutner et al. (2014) found that the mediating variable in their model, the traits in BFP have become insignificant. Their finding shows only extraversion and agreeableness have significant influence on entrepreneurial activity. In the previous research, extraversion is always significant, but agreeableness is not significant. In this research the result is different compared to the other research such as Brandstatter (2011), Obschonka et al. (2010) and Schmitt Rodermund (2004). Table 2.8 shows the result of the Big Five Personality and entrepreneurial activity.

Table 2.8
Big Five Personality and Entrepreneurial Activity

	<i>Agreeable ness</i>	<i>Openness</i>	<i>Neuroticism</i>	<i>Extraversion</i>	<i>Conscientious ness</i>
Schmitt-Rodermund (2004)	-	+	-	+	+
Brandstatter (2011)	<i>Not related</i>	+	-	+	+
Obschonka, Sibereisen, and Schmitt-Rodermund, (2010)	<i>Low</i>	<i>High</i>	<i>Low</i>	<i>High</i>	<i>High</i>
Leutner, Ahmetoglu, Akhtar, and Chamorro-Premuzic (2014)	<i>related</i>	<i>Not related</i>	<i>Not related</i>	<i>Correlated</i>	<i>Not related</i>
Ciavarella, Buchholtz, Riordan, Gatewood, and Stokes, (2004)	<i>Not related</i>	-	<i>Not related</i>	<i>Not related</i>	+
Obschonka and Stuetzer (2017)	<i>Not related</i>	<i>High</i>	<i>Not related</i>	<i>High</i>	-

Table 2.8 summarizes the findings from previous studies about the Big Five Personality and entrepreneurial activity (competency, intention, success, etc). Agreeableness as one of personality traits, most of the previous studies found that it does not have a relation with entrepreneurial activity. Most studies also found that openness, extraversion and conscientiousness are highly related with entrepreneurial activity and the relationship is positive. As for the other trait, which is neuroticism, in some studies have found that it does not have a relationship (Leutner et al. (2014); Ciavarella et al. (2004); Obschonka and Stuetzer (2017)), but other studies (Schmitt-Rodermund (2004); Brandstatter (2011); Obschonka et al. (2010) found that neuroticism has a negative relationship with entrepreneurial activity. This finding shows that personality traits and entrepreneurial activity relationship is still interesting because the finding about traits that is significant to entrepreneurial activity is not similar. In this study the entrepreneurial activity is entrepreneurial

competencies. Entrepreneurial activity has been chosen because in the previous research Schmitt-Rodermund (2004), Tenibiaje (2010), Obschonka et al. (2010) found that the Big Five Personality dimension has a relationship with early entrepreneurial competency which is the competency in adolescence stage. Obschonka, Silbereisen, and Schmitt-Rodermund (2012) said in their research that the Big Five Personality has an indirect effect on entrepreneurial activities through the growth of personal entrepreneurial resources. Personal entrepreneurial resources in their research is competency in adulthood. This finding is also supported by Baum (1995). Baum suggested based on Boyatzis study in 1982 that personality influenced knowledge, skill and ability. Knowledge, skill and ability in the study means competencies.

2.9.2 Authoritative Parenting Style and Entrepreneurial Competencies

Schmitt-Rodermund (2004); Tenibiaje (2010) have conducted a research about parenting style and entrepreneurial success with early entrepreneurial competency and entrepreneurial intention as the mediation variable. The beginning of an individual's environment is family, the result shows that early entrepreneurial competency has been predicted by parenting style. Authoritative parenting style has a relation with entrepreneur competencies in their adolescence. Schmitt-Rodermund (2004) has two groups of subjects with two research models. The first group is 10th grade students and second group is adult entrepreneurs. The first model in this research is focusing on the prediction of entrepreneur career prospect for 10th grade students. Figure 2.7 describes the model.

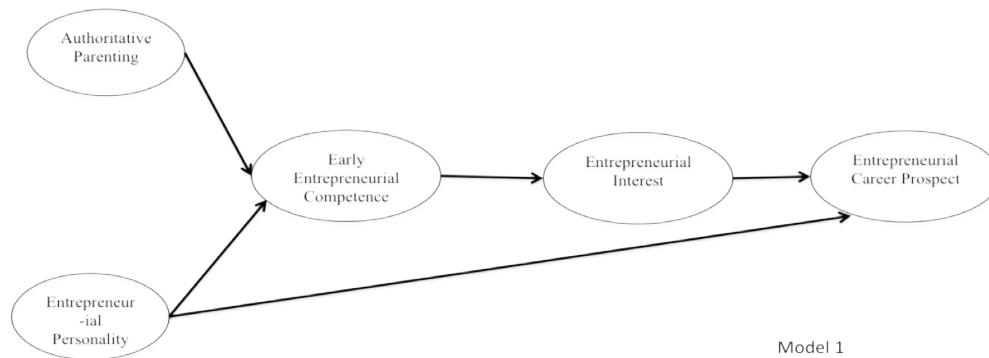


Figure 2.6
Schmitt-Rodermund First Model
 Source: Schmitt-Rodermund (2004)

The second model (Figure 2.8) is focusing on adult entrepreneurs with the objective is prediction of early entrepreneurial career plans and entrepreneurial success. The first model and the second model show that authoritative parenting style can predict early entrepreneurial competency.

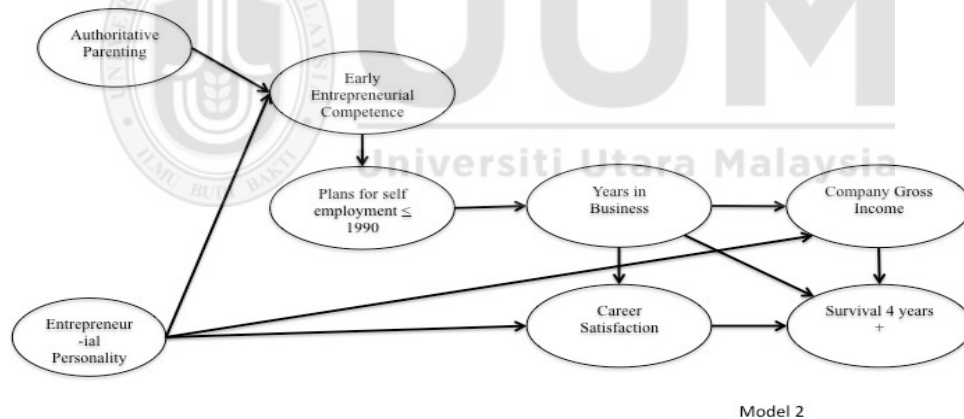


Figure 2.7
Schmitt-Rodermund Second Model
 Source: Schmitt-Rodermund (2004)

These two models have been developed from the theory of Holland's RIASEC vocational personality. Based on the idea, she has suggested that the two models to measure an entrepreneur's life when they are in adolescence stage and adult stage. This research has also been applied by Tenibiaje (2010) and adapted by Obschonka, Silbereisen and Schmitt-Rodermund (2011).

By using a similar model, Tenibiaje's research supported Schmitt-Rodermund findings. Early entrepreneurial competency is a competency that an individual has while in their adolescent, when an adolescent has a business, they already have entrepreneurial competency similar to an adult entrepreneur even though they are still learning to be an adult. Early entrepreneurial competencies are early leadership, inventive activities and commercial activities, when entrepreneurial competencies consist of opportunity, conceptual, relationship, organising, strategic, and commitment competency. Rasmussen, Mosey, and Wright (2011) said that competency will be evaluated during individual growth, based on this opinion, early entrepreneurial competency will be developed to become the competencies for an entrepreneur. Family means father and mother's role model and inspiration in Zafar and Khan (2013) study, the result of this study showed that a father can motivate his child to become a successful entrepreneur. This study strengthened the point of view that parents have affected the choice of their child career. Papalia et al. (2003) said that parenting style has influenced to build a child's character, self-control, moral and behaviour, in which have affected the child's competencies (Shute et al. 2011). Based on the previous research in which authoritative parenting style has influenced early entrepreneurial competency, authoritative parenting style can have the same result for entrepreneurial competency. This research has built the relation in authoritative parenting style and entrepreneurial competency based on the result of the relationship between authoritative parenting style and early entrepreneurial competency.

2.9.3 Entrepreneurial Competencies and Entrepreneurial Success

Previous studies showed that entrepreneurial competencies have a positive relationship with venture success (Schmitt – Rodermund, 2004; Markman and Baron,

2003; Rauch and Frese, 2000). Therefore, entrepreneurial competencies are said to have influence on the entrepreneurial success. Obschonka, Silbereisen, Schmitt - Rodermund, and Stuetzer (2011) model by using Nascent entrepreneurship as the respondents has indicated the relationship between early entrepreneurial competency and venture success both directly and through a mediating variable. The result from the study showed that early entrepreneurial competency has positive effect on venture creation process when they decided to start their own business. The study also showed that current human and social capital have a direct effect on venture creation success but do not mediate the relationship between early entrepreneurial competency and venture creation success.

Based on this research, entrepreneurial competencies and venture creation have a relationship, however only PhD Degree and social capital that could be predicted by entrepreneurial competencies when the regression were conducted separately. The limitations of this study have not showed the conditions that affected someone to become a successful entrepreneur in the beginning of their career. Also, the data about entrepreneurial competency is only based on the memory of the respondents. The model of this study is presented in Figure 2.9.

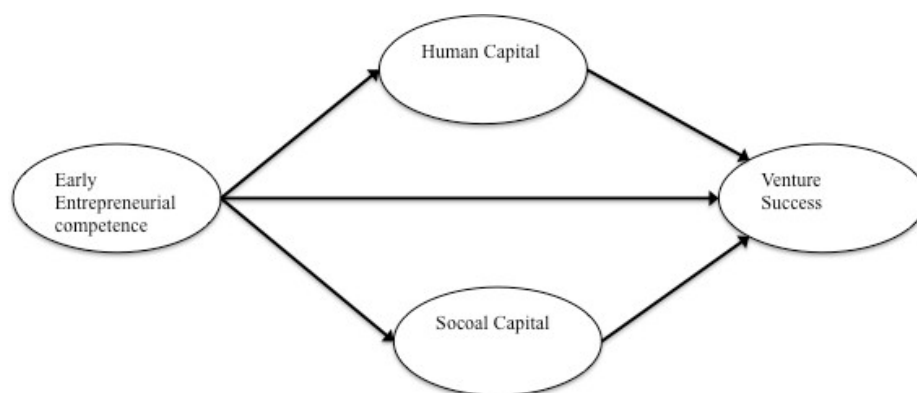


Figure 2.8
Nascent Entrepreneurship and The Developing Individual
 Source: Obschonka et.al (2011)

The other study by Sánchez (2012) also found that entrepreneurial competencies have an effect on firm performance through organizational capability and competitive. In this study, Sánchez tested the effect of entrepreneurial competencies towards the firm performance with organisational capability and competitive scope as the mediating variables. This study also wants to understand which one has more influence towards performance either the organisational capability or competitive scope. Figure 2.10 shows the model of this study.

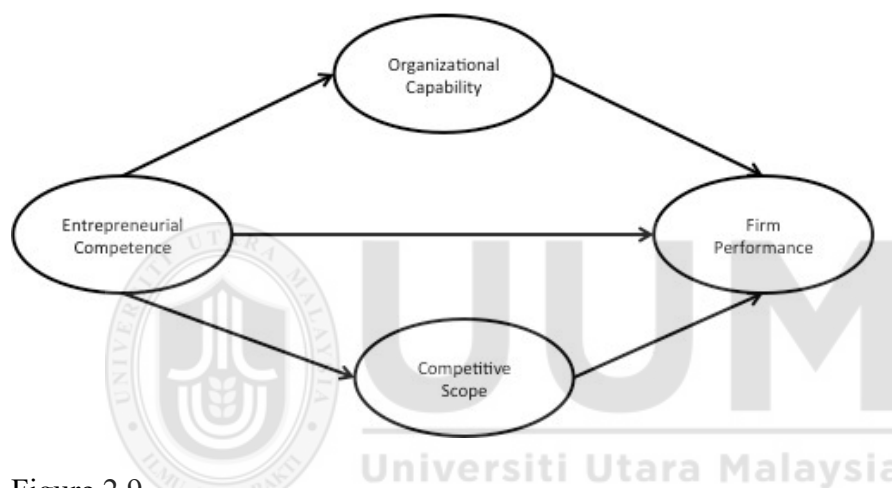


Figure 2.9
Competencies and Firm Performance Model
 Source: Sánchez (2012)

This study used single-source survey with 700 respondents via phone call or email. The respondents are business owners who started their business in the recent years. The result has given confirmation that entrepreneurial competencies either directly or indirectly have influenced firm performance. Firm performance in a small firm indicate the owner's performance. This study shows that entrepreneurial competencies have affected entrepreneurial success.

Rezaei-Zadeh, Hogan, O'Reilly, Cleary, and Murphy (2014) have conducted a research about entrepreneurial competencies. By using interactive management, seven entrepreneurs who have about 8 years to 16 years of experience in business,

they have discussed about their core entrepreneurial competencies that have helped them to sustain in their business. Based on the discussion, determination, ability to make decision, question everything, communication, ingenuity and competitiveness have more votes than positive attitude, leadership and management, adaptability, tolerance for uncertainty, add value and managing emotions. Based on the discussion and literature review, Rezaei-Zadeh et al. (2014) showed that positive attitude, competitive, determination, questioning everything are the original entrepreneurial competencies. They are correlated with each other and to other competencies such as leadership management, adaptability, add value, communication, ingenuity, managing emotions and tolerance for uncertainty. Figure 2.11 represents the enhancement structure of inter-relationships among the ranked entrepreneurial competencies by Rezaei-Zadeh et al. (2014).

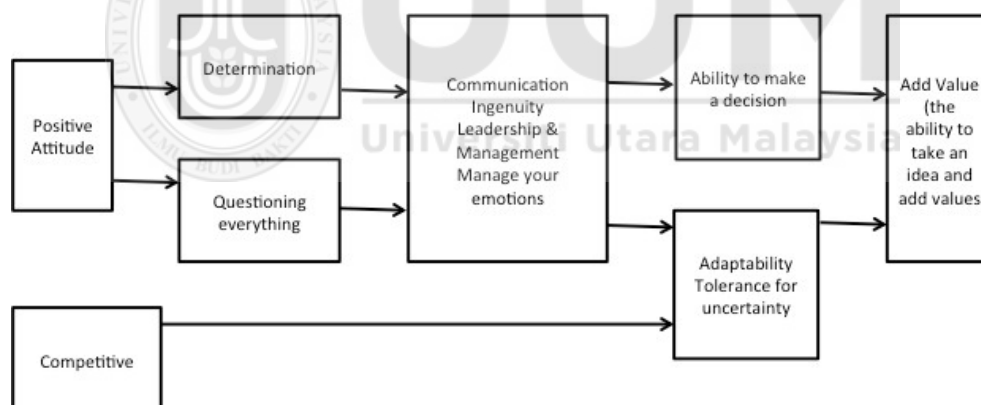


Figure 2.10
Structure of Interrelationships Among Entrepreneurial Competencies
 Source: Rezaei-Zadeh, Hogan, O'Reilly, Cleary, and Murphy (2014)

Man, and Lau (2000) used six variables as the indicators of entrepreneurial competencies namely opportunity competencies, relationship competencies, conceptual competencies, organising competencies, strategic competencies and commitment competencies. Figure 2.12 shows the theoretical framework of SMEs competitiveness in Man and Lau study.

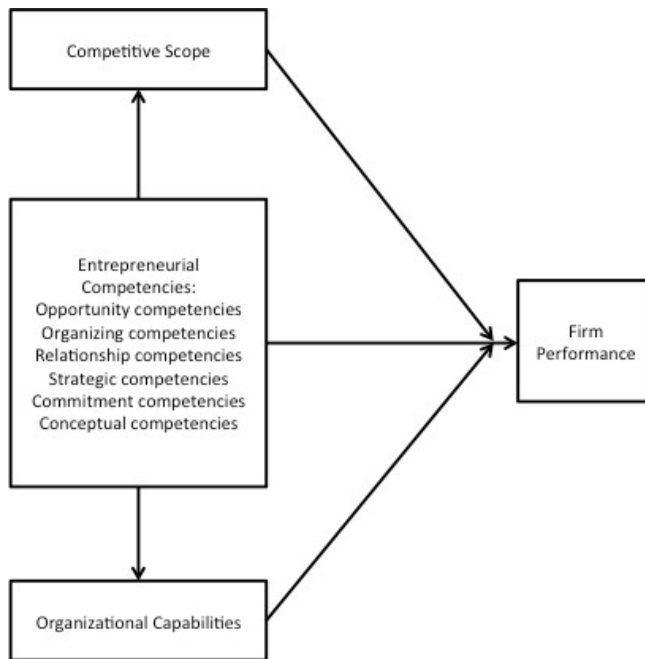


Figure 2.11
Theoretical Framework of SME Competitiveness
 Source: Man and Lau (2000)

Rezaei-Zadeh et al. (2014) and Man and Lau (2000) studies about entrepreneurial competencies which have influenced performance basically have some similarities. The opportunity competency in Man and Lau (2000) research has similar attributes namely to add value and questioning everything in Rezaei-Zadeh et al. (2014) study. The main focus in these two researches is how an entrepreneur can create new idea, see a new market. Relationship competency in Man and Lau (2000) means the interaction between people or individual to group interaction. In this variable, the indicator is built and keep network and relationship, communication, manage conflict, build and keep trust and confidence and etc., which is same with leadership and management ability and communication. Locus of control in Razei-Zadeh et al. (2014) includes positive behaviour, believe that they can control themselves, higher motivation and take more risk. These variables can be included in conceptual competency which reflected the person abilities. Organizing competency and strategic competency are more about the competencies which are related to ability to

organize internal and external resources and setting, implementing and evaluating strategies. In Razaee-Zadeh et al. (2014), these competencies are not included in the 12 competencies as a result of their research but when the data was collected, these competencies were included, but in Man, Lau and Snape (2008) when they tested the hypothesis, the two variables have a relationship with performance. Based on the hypothesis testing by Man and Lau (2000), this variable can be the indicator for entrepreneurial competencies. Commitment competency is also found in Solesvik (2012) in their qualitative research about female entrepreneurs in Ukraine. A successful female entrepreneur in Ukraine is associated with opportunity, commitment, organizing, relationship and conceptual competencies. Even though the manifest variable in entrepreneurial competencies are still different from the previous research, the result is similar. Performance is affected by entrepreneurial competencies.

2.9.4 Entrepreneurial Competencies as Mediation Variable

Competencies and personal identity always have a link. DeFillipi and Arthur (1994) said that competencies contributed to a person career success and individual competencies are influenced by individual desire to continue learning new skill, knowledge and their environment. Based on the study, competencies can be a mediation factor in the relationship between individual identity and individual career success. Individual can learn to have competencies and using their competencies to achieve their career goal. individual can be motivated to learn what they want to learn, this is related to their personality. Environment in which an individual life also has a role to motivate them to achieve the competencies.

Baum (1995) found in his study that personality traits related to venture performance does not have a direct relationship, but competencies (technical skill, personal marketing, innovation, passion for work, vision, organizational skill, opportunity skill) have significant direct relationship with venture growth. This study supported the result of DeFillipi and Arthur (1994) study and strengthened the indication that personality and entrepreneurial success are mediated by entrepreneurial competencies. Venture growth is one of the measurements for entrepreneurial success because an entrepreneur and business cannot be separated. Obschoka et al (2012) also strengthened the relationship in their study. Human capital and social capital are the mediation variables for the Big Five Personality and business idea generation. In this study business idea generation is the result of entrepreneurial activity and human and social capital are part of entrepreneurial competencies.

Based on the previous study from various researchers, personality traits and entrepreneurial success have mediation in their relationship and the mediation suggested is entrepreneurial competencies. In this study, the role of entrepreneurial competencies in the relationship of personality trait through the Big Five Personality theory and entrepreneurial success have been tested.

DeFillipi and Arthur (1994) also said that environment is related to individual success because environment can help to motivate a person to learn new skill, knowledge and ability. This study indicates that environment influenced competencies and competencies further influenced individual success. Schmith- Rodermund (2004) suggested that parenting style influenced entrepreneurial success through early entrepreneurial competencies. Early entrepreneurial competencies can become entrepreneurial competencies, because competencies can be developed in our life and the first environment in someone life is family, therefore entrepreneurial

competencies can be a mediation variable in the relationship of parenting style and entrepreneurial success.

2.10 Flowchart of Literature Study Relation

The flowchart of the literature study illustrated that the relationship between previous studies in entrepreneurial success which has helped this study to build the current model. Based on the studies by Littunen (2000); Markman and Baron (2003); Schmitt-Rodermund (2004); Tenibiaje (2011) and Herman and Szabo (2014), the idea of this research has been successfully created. This study is based on the literature review that is based on Holland's RIASEC Vocational Choice Theory in which Holland has divided a person characteristic patterns of personal development into six types namely realistic, intellectual, social, conventional, enterprising and artistic.

According to Holland's theory, a person vocational choice is influenced by their personality and environment. Personality in entrepreneurship research is usually identified by using the Big Five Personality perspectives and the first environment in a person life is family, that is the reason parenting style has an important role. Personality and parenting style can influence entrepreneurial competencies based on Baum (1995) and DeFillipi and Arthur (1994). Entrepreneurial competencies influenced entrepreneurial success based on Man and Lau (2000) study. Figure 2.13 below explains about how the idea of this research is created.

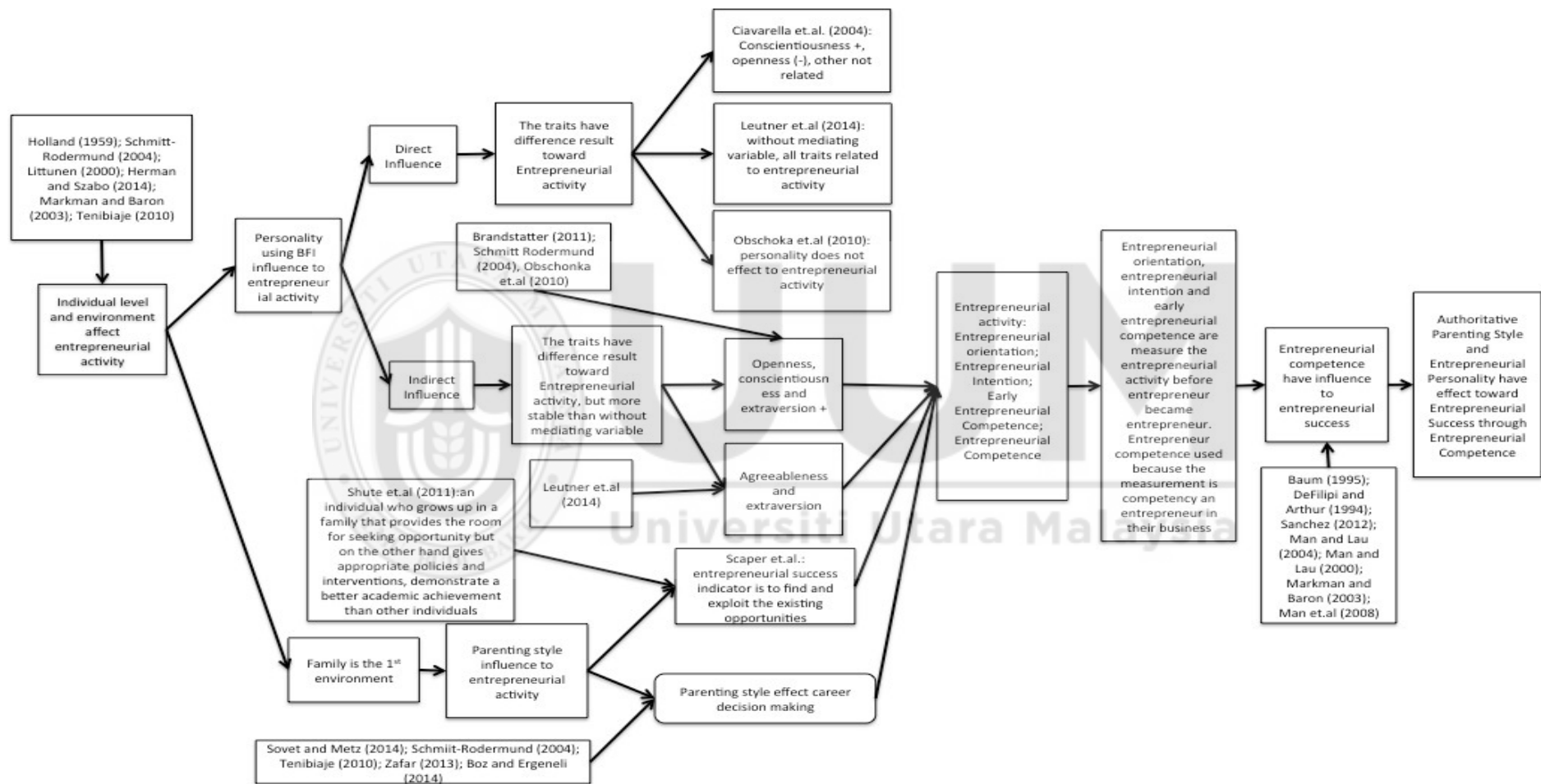


Figure 2.12
Flowchart of Literature Study Relation
Source: Data processed

2.11 Theoretical Framework

Review from the previous research and the flowchart of literature study relation is basically used to form the theoretical framework for this research. The theoretical framework of this study is the development of the developmental model of entrepreneurship (Schmitt-Rodermund, 2004) and multi-dimensional conceptualization of competitiveness (Man and Lau, 2000; Man, Lau, and Snape, 2008). The theoretical framework in this chapter can be summarized as in Figure 2.13 below.

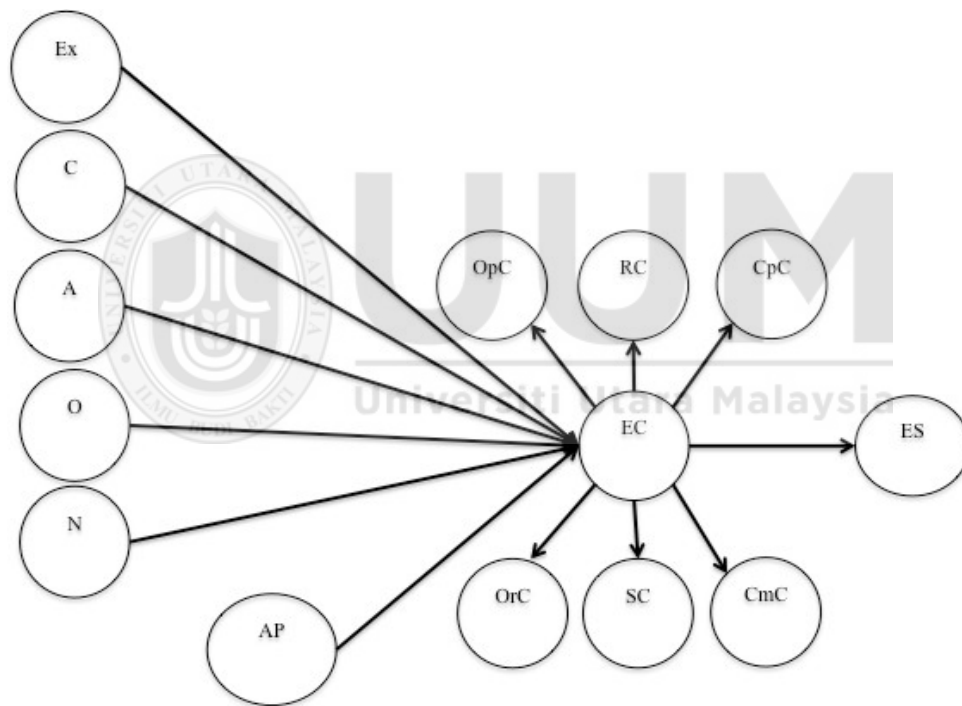


Figure 2.13
Theoretical Framework

Explanation:

Ex : Extraversion
C : Conscientiousness
A : Agreeableness
O : Openness
N : Neuroticism
AP : Authoritative Parenting

EC : Entrepreneurial Competency
OpC : Opportunity Competency
RC : Relationship Competency
CpC : Conceptual Competency
OrC : Organizational Competency
SC : Strategic Competency
CmC : Commitment Competency
ES : Entrepreneurial Success

The relationship of entrepreneurial personality and authoritative parenting style with entrepreneurial competencies is based on Schmitt-Rodermund study and the view of Rasmussen, Mosey, and Wright (2011). The relationship of entrepreneurial competencies and entrepreneurial success is based on Man and Lau (2000) study.

2.13 Chapter Summary

Entrepreneurial success is influenced by entrepreneurial competencies. The relationship between these two variables is significant and positive. Entrepreneurial success for young entrepreneurs cannot be measured by using financial performance only because start up business usually does not have a formal financial report. Lifestyle and social responsibility as well as satisfaction are more suitable as the measurement for entrepreneurial success. Entrepreneurial competencies also need more research related to its indicators. In this study, the indicators used for entrepreneurial competencies are opportunity, relationship, conceptual, organizing, strategic and commitment competencies.

Even though in the previous studies has showed that the relationship between entrepreneurial competencies and entrepreneurial success is significant, but the variables that make these competencies supported entrepreneurial success still need to be studied. Holland's RIASEC vocational choice theory suggested that a person career choice is based on their personality and environment, because these variables can make them to learn more about the skills that they need for their future career. Based on this theory, personality is indicated to have influence on entrepreneurial

competencies and indirectly supported entrepreneurial success. Personality approach that is used in this study is the Big Five Personality theory which is a common approach for entrepreneurship research. The Big Five Personality theory has five traits namely extraversion, conscientiousness, agreeableness, openness and neuroticism. Based on the previous studies related to entrepreneurial activity, the expected relationship between extraversion, conscientiousness and openness to entrepreneurial competencies are positive and significant. The other two traits which are agreeableness and neuroticism relationship with entrepreneurial competencies are expected not significant or to have negative relationship.

Besides personality, environment is also one of the variables that Holland's theory has suggested to influence competencies. The first environment for an individual is family, therefore parenting style is indicated to influence entrepreneurs' competencies that will bring them to their success. Based on the literature study related to entrepreneurship, authoritative parenting style is an optimum parenting style to support entrepreneurial activity which in this study are entrepreneurial competencies and entrepreneurial success through entrepreneurial competencies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Previous chapter discusses the variables used in this study and their relationship. Based on the literature study in Chapter 2, the Big Five personality dimension and entrepreneurial competencies are indicated to have a relationship as well as authoritative parenting style and entrepreneurial competencies. Entrepreneurial competencies are expected to have a relationship with entrepreneurial success and become a mediation variable in the relationship between the Big Five Personality dimension, authoritative parenting style and entrepreneurial success.

This chapter discusses the methods used in this study to test the relationship between the variables, ranging from the research framework to data analysis technique. Discussion of research framework begins with the source of the framework formation of the study and with the hypothesis of this study. This chapter also explains the research design, the operational definition and the measurement of variables, including some questions in the questionnaire of the study and the pilot test used for testing the questionnaire. At the end of this chapter, data collected for this study are discussed.

3.2 Research Model

Research model describes the model used in this study. This model illustrates the conceptual relationship between the variables used in this study based on the theory and previous studies. This study aims to examine the relationship between the antecedent variables of the Big Five Personality dimension (McCrae and Costa, Jr.,

2003; Brandstatter (2011); Obschonka et al. (2010) and Leutner et al. (2014)) and authoritative parenting style (Papalia, Olds and Feldman (2003); Boz and Ergeneli (2014)) with entrepreneurial success (Schmitt - Rodermund (2004); Sidik (2012); Van Praag (2005); Perez and Canino (2009); and Carree and Verheul (2012)). This study also has been conducted to prove the role of entrepreneurial competencies as a mediation variable in the relationships between the Big Five Personality dimension, authoritative parenting style and entrepreneurial success. Moreover, the objective is also expected to explain the variables that have an impact in supporting a student to become a successful entrepreneur.

Table 3.1 illustrates the findings from the previous studies. The respondents which had been chosen in the previous studies were adult entrepreneurs, students joining a training program, scientists and professionals. Therefore, the respondents cannot be described as a successful student who are also working as entrepreneurs who practiced real entrepreneurial activities during their time as a student. This study has chosen students who are also an entrepreneur at the same time to measure the entrepreneurial success. The topic of the present study is students as an entrepreneur performance measurement. It is expected to offer contribution to the academic world as well as to provide originality that distinguishes it from other previous studies.

Table 3.1

The Summary of Previous Study

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
1	Pathways to successful entrepreneurship: parenting, personality, early entrepreneurial competency and interest (Schmitt-Rodermund, 2004)	Authoritative Parenting (IV) Entrepreneurial Personality (IV) Early Entrepreneurial Competency (MeV) Entrepreneurial Interest (MeV) Entrepreneurial Career Prospect (DV) Entrepreneurial Success (DV)	Sample 1: 320 High school student in East Germany (Regression Analysis) Sample 2: 139 East German Business Founders (Regression Analysis)	Personality and authoritative parenting have influenced on entrepreneurial competency personality and authoritative parenting have no influenced on entrepreneurial interest Entrepreneurial competency has influence on entrepreneurial interest Entrepreneurial interest has influence on entrepreneurial career prospect	Authoritative Parenting Entrepreneurial Personality Early Entrepreneurial Competency Entrepreneurial Success
2	The Big Five and Venture Survival: Is there a linkage? (Ciavarella, Buchholtz, Riordan, Gatewood, and Stokes, 2004)	Big Five Personality (IV) Long term venture survival (DV)	Graduates student at Southeastern University (maximum likelihood)	Conscientiousness has positive relation to long term survival Openness has negative relation to long term venture survival Extraversion, emotional stability and agreeableness have no relation with long term venture survival	Big Five Personality
3	Personality Aspects of Entrepreneurship: A Look at Five Meta-analyses (Brandstatter, 2011)	Personality Traits (IV) Entrepreneur Performance (DV)	3000 participant dengan pekerjaan sebagai Entrepreneur and manager (Multivariate Analysis)	Conscientiousness, openness and extraversion have positive relation to entrepreneur performance Neuroticism (emotional stability) and agreeableness have negative relation to entrepreneur performance	Personality Traits
4	Entrepreneurial Intention as development Outcome (Obschonka, Silbereisen, and	Early entrepreneurial competency in adolescence (IV) Entrepreneurial personality (IV) Entrepreneurial control	496 scientist in Germany/ Structural Equation Modelling	Entrepreneurial personality and entrepreneurial competency have a close relationship Conditional intention is able to predict unconditional intention Founders who did research in	Early Entrepreneurial Competency Entrepreneurial Personality Conditional Entrepreneurial Intention

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
	Schmitt-Rodermund, 2010)	beliefs (MeV) Conditional Entrepreneurial Intention (DV) Unconditional Entrepreneurial Intention (DV)		commercializing their business is able to do entrepreneurial activity.	
5	Nascent entrepreneurship and the developing individual: Early Entrepreneurial Competency in Adolescence and Venture Creation Success during The Career (Obschonka, Silbereisen, Schmitt-Rodermund, and Stuetzer, 2011)	Early Entrepreneurial Competency (IV) Human Capital (MeV) Social Capital (MeV) Venture Success (DV)	236 Nascent Entrepreneur/ regression analysis	Early entrepreneurial competency has positive effect on venture creation process when they decided to start their own business Current human and social capital have direct effect on venture creation success but do not mediate the relationship between early entrepreneurial competency with venture creation success	Early Entrepreneurial Competency Venture Success
6	Is Always Authoritative The Optimum Parenting Style? Evidence From Spanish Families (Garcia and Gracia, 2009)	Warmth (IV) Strictness (IV) Achievement (DV)	1400 high school students from metropolitan area in Spain (Multivariate analysis of Variances (MANOVA))	Support from parents is important for children achievement (both indulgent and authoritative family confirmed it)	Warmth Strictness
7	Person-entrepreneurship fit: why some people are more successfully as entrepreneurs than other (Markman and Baron, 2003)	Self efficacy (IV) Opportunity recognitions (IV) Personal perseverance (IV) Human capital (IV)	Literature review	Model construction through literature review. To become an entrepreneur, skill, talent, abilities and characteristics are needed There is an individual different factor that cause one entrepreneur become more successful than another	Self efficacy Entrepreneurial success

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
		Social capital (IV) Person-entrepreneurship fit (DV) Entrepreneurial success (DV)			
8	The Big Five Personality Dimensions and Job Performance (Barrick and Mount, 1991)	Big five personality dimensions: Agreeableness (IV) Openness (IV) Conscientiousness (IV) Neuroticism (IV) Extraversion(IV) Job performance (DV)	162 sample for research in 1950,1960,1970 and 1980 (Meta Analytic Procedure)	Differential relation between personality dimension, occupation and performance criteria Conscientiousness (one of personality traits in big five personality) is valid in predicting performance in finishing the given tasks in the job	Big five personality dimensions: Agreeableness, Openness, Conscientiousness, Neuroticism and Extraversion
9	The relationship between the entrepreneurial personality and the big five personality traits (Leutner, Ahmetoglu, Akhtar, and Chamorro-Premuzic, 2014)	Big five personality (IV) Measure of entrepreneurs tendencies and ability (META) (MeV) Entrepreneurial success (DV)	670 participants from online (Structural Equation Modeling)	Personality can predict entrepreneurial success Big five personality traits are valid to predict entrepreneurial success. However, when META is added in the model many extraversion and agreeableness significant toward entrepreneurial success, Latin traits become insignificant	Big five personality entrepreneurial success
10	Correlations Creativity, Intelligence, Personality and Entrepreneurship Achievement (Antonio, Lanawati, Wiriana, and Christina, 2014)	Creativity (IV) Intelligence (IV) Personality (IV) Entrepreneurship Achievement (DV)	Educated entrepreneur at University of Ciputra/Quantitative Method	The result of this study is only personality have correlation with entrepreneurship achievement.	Personality
11	Conceptual	Entrepreneurial traits	Literature Review	Based on literature review studies,	Entrepreneurial traits

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
	Framework of factors affecting SME development: Mediating factors on the relationship of entrepreneur traits and SME performance (Sidik, 2012)	(IV) Entrepreneurial orientation (MeV) Market Orientation (MeV) Organizational Search (MeV) Innovative capacity (MeV) Innovative Performance (MeV) Firm Performance (DV)		entrepreneurial trait has positive correlation with entrepreneur intention and entrepreneurial performance. Entrepreneurial intention is entrepreneurial orientation and entrepreneurial performance is firm performance This framework needed to be tested to validate the model.	Firm Performance
12	Psychological approaches to entrepreneurial success: A general model and an overview of findings (Rauch and Frese, 2000)	Personality Human Capital Goals Strategies Environment Success	Literature Review	The factors of personality such as need for achievement and locus of control have relationship with the emergence of entrepreneurship (start up). Those two variables are also related to business success. Other factors related to success are human capital, goals and strategies, environmental.	Personality Success
13	Considerations on Romania's Entrepreneurial Profile: Barriers to Productive Entrepreneurship (Herman and Szabo, 2014)	Entrepreneurial Attitude (IV) Entrepreneurial Ability (IV) Entrepreneurial Aspiration (IV) Entrepreneurial Performance (DV)	Global Entrepreneurship and Development Index (GEDI)/ Multidimensional Analysis	To increase entrepreneurship performance, entrepreneurship level in individual and institutional is needed to be improved	Entrepreneurial Attitude (dimensions of entrepreneurial intention)
14	Personality traits, parenting and interest are precursors to	Personality traits (IV) Parenting Style (IV) Entrepreneurial skills (IV)	Youths in school and business founder/(Multivariate analysis of Variances	Personality and Parenting style support individual to be entrepreneurial success. Interest also has positive relationship with entrepreneurial success.	Personality Traits Parenting Style Entrepreneurial Success

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
	successful entrepreneurial skills (Tenibiaje, 2010)	Interest (IV) Entrepreneurial Success (DV)		Entrepreneurial skill has a positive relationship to interest	
15	Entrepreneurial personality in higher education (Luca, Cazan, and Tomulescu, 2013)	Entrepreneurial Personality Traits (IV) Entrepreneurial Intention (DV)	Two group student each group 215 students/ T-Test	Someone with awareness to become entrepreneur will get involve in entrepreneurial training. Based on that, entrepreneurial personality has influence on entrepreneurial intentions	Entrepreneurial Personality Entrepreneurial Intention
16	The Influence of family tradition and psychological traits on entrepreneurial intention (Altinay, Madanoglu, Daniele, and Lashley, 2012)	Family Tradition (IV) Psychological Traits (IV) Risk Taking (MeV) Entrepreneurial Intention (DV)	University Students in UK/Path Analysis	Family tradition and innovativeness (one of the psychological traits) related to intention. Tolerance ambiguity and risk taking have a positive relation, but tolerance ambiguity has insignificant relation to intention. Locus of control has a negative relation to risk taking and does not have relation to intention.	Family Tradition Psychological Traits Entrepreneurial Intention
17	Is Entrepreneurial Competency and Business Success Relationship Contingent upon Business Environment (Ahmad, Ramayah, Wilson, and Kummerow, 2015)	Entrepreneurial Competencies (IV) Perceived Business Environment (MoV) Entrepreneurial Success (DV)	212 Malaysian SME owner-founder/SEM Analysis	Business success can be predicted by entrepreneurial competencies. Business environment significantly moderates the relationship between entrepreneurial competencies and business success. Entrepreneur with high level of competencies is more success than entrepreneur with low level of competencies.	Entrepreneurial competencies Entrepreneurial Success
18	The Relationship between an Entrepreneur's Background and Performance in a New Venture (Jo and Lee, 1996)	Education (IV) Management Experience (IV) Entrepreneurial Experience (IV) Start up experience (IV)	Entrepreneur during 1985 and early 1986 from venture capital firm (48 firms)/ One way ANOVA	Entrepreneur Education and experience in the line of business have more influence to performance. Industrial experience affected to other experience. Managerial experience has negative impact but it does not mean that experience is useless. It is because basic	Entrepreneurial experience Start-up experience Performance
				management without understanding of	

Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
	Functional area experience (IV) Experience in the line of business (IV) High-growth experience (IV) Management level (IV) Performance (DV)		product or service may become unsuccessful business performance	
19 Women Entrepreneurs' Personality Characteristics and parents' parenting style profile in Turkey (Boz and Ergeneli, 2014)	Big Five Personality Characteristic (IV) Mother Parenting Styles (IV) Father Parenting Styles (IV) Entrepreneurs (DV)	104 women entrepreneur and 108 women who works in public sector in Turkey/ANOVA	Family is an important key. Father parenting style has influence on those women's perception to become an entrepreneur. Entrepreneur women have several characteristics such as extraversion, agreeableness and openness to experience as a part of their personality. Another finding is parents from the entrepreneur women have higher educational level than non entrepreneurs.	Big Five Personality Characteristic Mother Parenting Styles Father Parenting Styles
20 Parenting styles and career decision-making among French and Korean adolescents (Sovet and Metz, 2014)	Parenting Styles (IV) Gender (MoV) Career decision self-efficacy (DV) Career decision-making difficulties (DV)	846 French Students and 706 South Korean Students/Hierarchical moderated regression analyses	Parenting styles related to career decision. Authoritative parenting style is effective for French students, while authoritarian is effective for Korean students.	Parenting Styles
21 The influence of entrepreneurial competencies on small firm performance (Sánchez, 2012)	Entrepreneurial Competency (IV) Organizational Capability (MeV) Competitive Scope (MeV) Firm Performance	700 business owner listed in Chamber of Commerce, Spain/Structural equation model.	Entrepreneurial competency have direct and indirect affect toward firm performance.	Entrepreneurial Competency Firm Performance

	Title (Years)/ Author	Variable (DV)	Sample and Method	Findings	Variable Taken
22	Using Interactive Management to Identity, Rank and Model Entrepreneurship Competencies as Universities' Entrepreneurship Curriculum (Rezaei-Zadeh, Hogan, O'Reilly, Cleary, and Murphy, 2014)	Indicators entrepreneurial competency Performance	Literature Reviews	Using interactive management, this study found 12 highest indicators that suitable to explain about how they sustain in their business. Sustainables in this study become performance measure for business owners.	Indicators entrepreneurial competency Performance
23	Entrepreneurial Competencies of SME Owner/Managers In The Hongkong Services Sector: A Qualitative Analysis (Man and Lau, 2000)	Entrepreneurial competency (IV) Competitive Scope (MeV) Organizational Capabilities (MeV) Firm Performance (DV)	19 business owner/ Qualitative Analysis	They found that indicator competency have 7 area which is opportunity, relationship, conceptual, organizing, strategic, commitment and supporting competencies based on interview 19 business owner. This competency related to firm performance.	Entrepreneurial Competency Firm Performance
24	Entrepreneurial competencies and the performance of small and medium enterprises: an investigation through a framework of competitiveness (Man, Lau, and Snape, 2008)	Entrepreneurial competency (IV) Competitive Scope (MeV) Organizational Capabilities (MeV) Long Term Performance (DV)	153 owner/managers of SME/ Hierarchical ordinary least squares regression analysis	The hypotheses testing found supporting evidence from the framework that different competencies have direct or indirect effect to long term performance. The result also shown that without entrepreneurial competency, organization can not develop competitive scope and organizational capabilities.	Entrepreneurial competency Long term performance
25	Financial and Non-Financial Indicators of Business Success:	Indicator of Entrepreneurial Success:	20 Entrepreneur/ Exploratory Analysis	Success was defined using financial and nonfinancial indicators, but measurement of each criteria in business	Indicator of Entrepreneurial Success: Lifestyle criteria

	Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
	A Study of Australian and Malaysian SME Entrepreneurs (Ahmad and Seet, 2006)	Financial criteria Lifestyle criteria Social Responsibility criteria Customer criteria		success for Australia and Malaysia Entrepreneur are slightly different. But lifestyle criteria is indicator that most participant highlighted to mention success. Financial as an indicator of success is not motivate them, they shown that they looks another indicator to explain their success especially indicator that related to lifestyle, social responsibility and customer.	Social Responsibility criteria
26	What Makes Entrepreneurs Happy? Determinants of Satisfaction Among Founders (Carree and Verheul, 2012)	Specific Human Capital (IV) General Human Capital (IV) Motivation (IV) Individual Characteristics (IV) Venture Characteristics (IV) Performance (MeV) Satisfaction (DV)	3000 owners or owner-managers of agricultural firms and companies extrating minerals/OLS regression	Entrepreneurs are less satisfied with income even their firm performance is positive. If they satisfied with leasure time and psychological well being, they also satisfied with income. Firm performance have significant effect to satisfaction.	Performance Satisfaction
27	The Evolution of Entrepreneurial Competencies: A longitudinal Study of Spin-Off Venture Emergence (Rasmussen, Mosey, and Wright, 2011)	Entrepreneurial competencies	Literature Review	Entrepreneurial competencies: opportunity refinement, leveraging and championing. Opportunity refinement depend on industry experience and interaction. Leveraging competency related to credibility and entrepreneurial experience. Championing competency based on individual motivation.	Entrepreneurial Competencies.
28	The Relationship of Traits, Competencies, Motivation, Strategy,	Personality Traits (IV) Competencies (IV) Motivation (IV) Business Strategies	374 CEO and 189 associates from architectural woodwork companies	Passion for work, organization and specific competencies such as business strategies and organization structure directly related to venture growth but	Personality Traits Competencies Business Strategies Organization Structure

Title (Years)/ Author	Variable	Sample and Method	Findings	Variable Taken
Structure to Venture Growth (Baum, 1995)	(IV) Organization Structure (IV) Local Industry Structure (IV) Venture Growth (DV)	LISREL CFA	most general personality traits and competencies indicated have indirect relationship.	
29 The Boundaryless Career: A Competency based Perspective (DeFillipi and Arthur, 1994)	Career Competencies	Literature Review	People pursue their career based on person's subjective view which is people beliefs and identifies, skill and knowledge and the network they have.	Competencies



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Based on Table 3.1, the study that has been conducted is about entrepreneurial success among young entrepreneurs which is related to the variables that make them successful and able to make them to put more effort into their business while they are still studying. The previous studies are usually focused on adult entrepreneurs, students training programme, scientists and professionals. Besides that, the respondents selected in the research were the focus of the indicator for entrepreneurial success which usually focused more on financial perspective which was not suitable for start up business. The relationships between the variables that have been investigated in previous studies are also more focused on the Big Five personality and entrepreneurial activity but commonly with entrepreneurial intention and even the literature study and qualitative research suggested that the Big Five personality has a relationship with entrepreneurial competencies directly. This suggestion has not been applied in the previous studies. Parenting style also does not have any impact in the relationship with entrepreneurial competencies even though some previous studies (Tenibiaje (2010); Schmitt-Rodermund (2004)) have proven that parenting style especially authoritative parenting style has influenced entrepreneurs' success. Based on the result, the model in this study is presented in Figure 3.1.

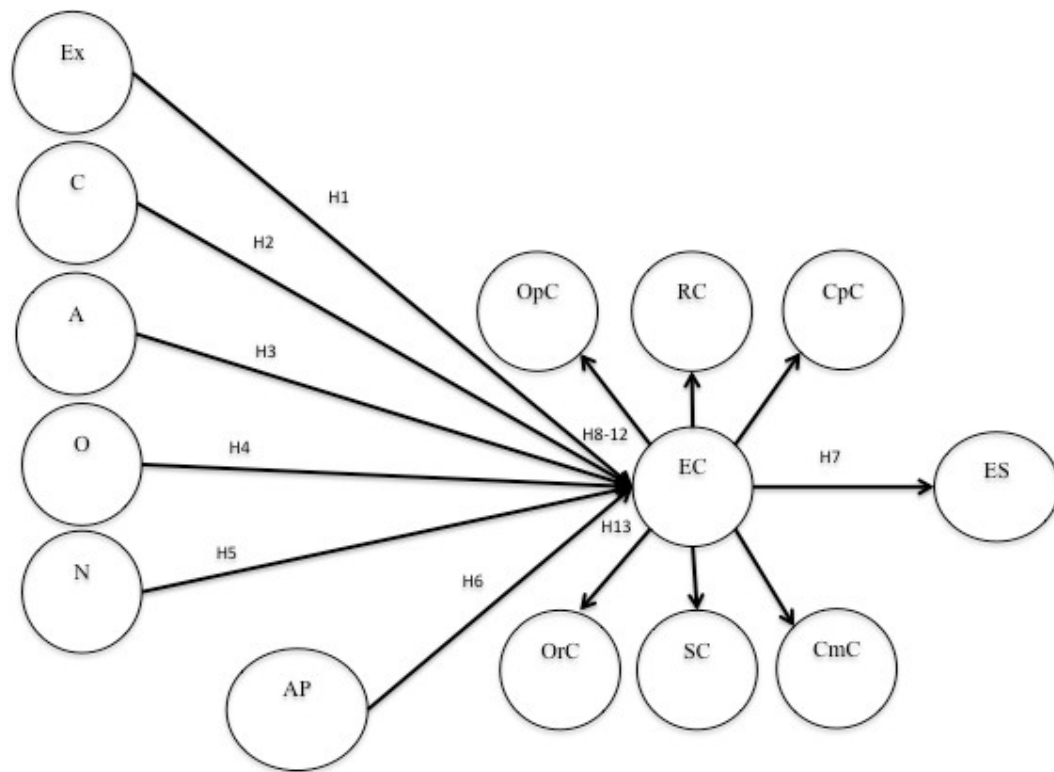


Figure 3.1
Research Model
 Source: Data Processed

Figure 3.1 shows the model used in this study. The model in this study is a model developed from Hollands' RIASEC vocational choice theory (1959) which is first adapted by Schmitt-Rodermund (2004) in their research about entrepreneurial success. This model is built based on Schmitt-Rodermund perspective when they conducted their studies in 2004 combined with the research about multi-dimensional conceptualization of competitiveness by Man and Lau (2000). The novelty of this research is by using entrepreneurial competencies instead of early entrepreneurial competencies and the relationship between the Big Five personality dimension with entrepreneurial competencies. The model from Schmitt-Rodermund used entrepreneurial interest and entrepreneurial career prospect for students as the subjects, these are the differences of the main model which has underlined this research framework. Schmitt-Rodermund study has another model for adult entrepreneurs, which required different subjects to conduct the research. The subject

of this research is students who have a business and the goal is to understand the relationship of the factors that are forming an entrepreneur based on conditional intention, that is the reason in this framework, early entrepreneurial competencies has been changed to entrepreneurial competencies as the mediating variable. The use of entrepreneurial competencies are because entrepreneurs are easier to remember their competencies than trying to remember their early competencies before they become an entrepreneur. For students as an entrepreneur who are running a business every day, entrepreneurial competencies are more suitable variable than early entrepreneurial competencies. Entrepreneurial competencies by Man and Lau are focused on the indicator of competencies towards the firm performance as the indicator of success of an entrepreneur. In this research the subject is the students who are also an entrepreneur, that is the reason the model must be developed to understand the reason some students who are also an entrepreneur can become a successful entrepreneur whereas some other students cannot succeed.

In this research, Authoritative Parenting (AP) and Big Five Personality dimension (Ex, C, A, O and N) are the independent variables. Entrepreneurial Competencies (EC) as the mediating variable in the model which presence need to be tested in mediating the relationship between AP and the Big Five dimension with Entrepreneurial Success (ES). The research framework in this research has thirteen hypotheses based on the research questions in Chapter 1.

3.3 Research Framework

Research framework explains about the framework in this study, describing how this study is conducted, and the stages in this study.

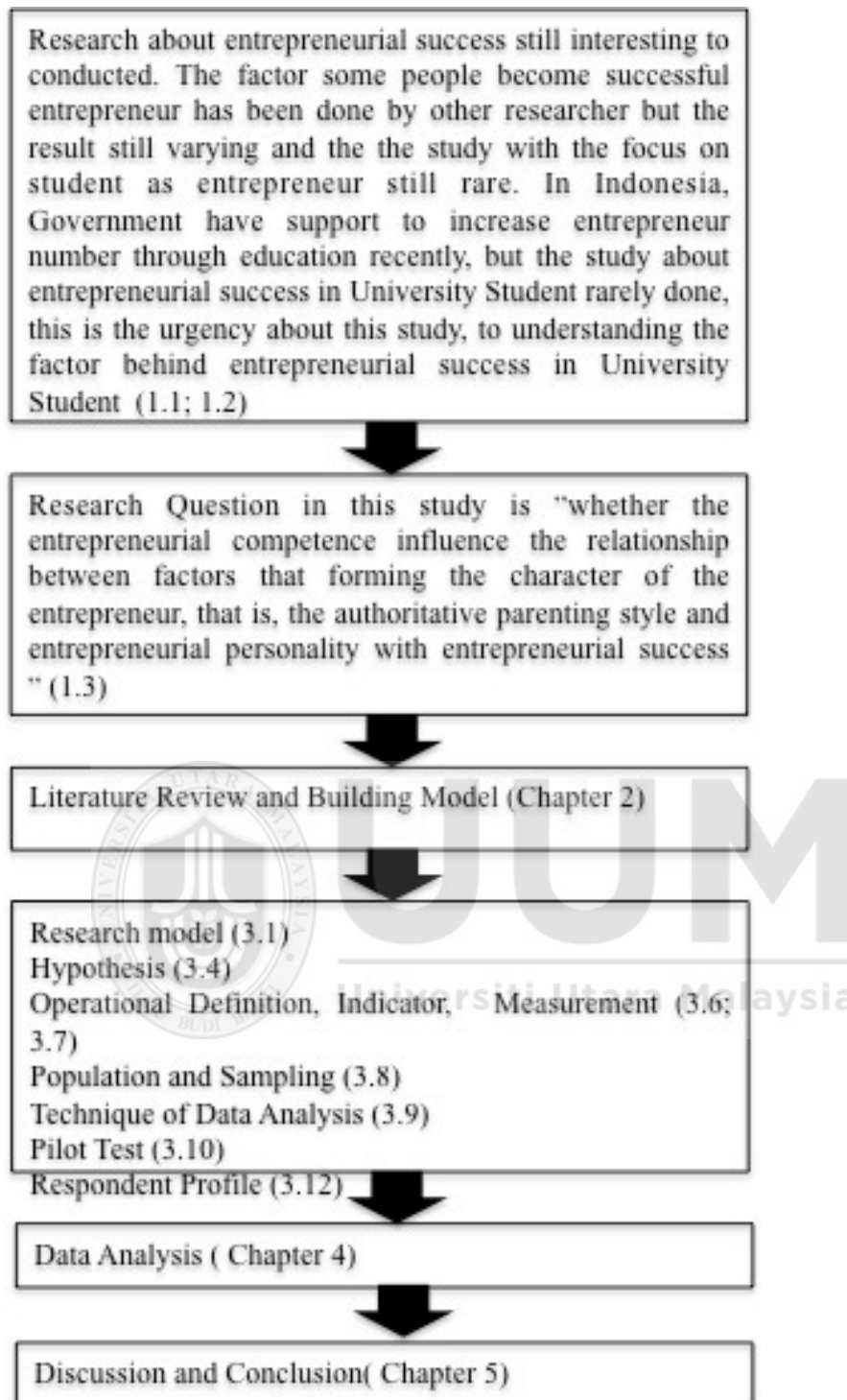


Figure 3.2
Research Framework
Source: Data processed

3.4 Hypotheses

The problem statement which has been described in Chapter 1 is divided into five research questions in this study. These five research questions divided into thirteen hypotheses and will answered using quantitative approach. Based on the research questions and research framework, the thirteen hypotheses in this study are:

The five hypotheses in this study are about the Big Five Personality traits (Extraversion, Conscientiousness, Agreeableness, Openness and Neuroticism) relationship with entrepreneurial competencies. The five hypotheses in this study are built based on a study by Schmitt-Rodermund (2004), which suggested that entrepreneurial competency is affected by entrepreneurial personality. The result of the study was then supported by Tenibiaje (2010) and Herman and Szabo (2014) studies, which stated that in increasing entrepreneurship, it must start from the individual level. The most basic level of an individual is personality. Sidik (2012) has supported the argument. Based on Sidik research on the SMEs in Indonesia as the subject, personality has indirect effect towards a firm performance and direct effect to the entrepreneurial orientation. However, this research does not use BFP as the indicator of personality. Obschonka et al. (2010); Leutner et al. (2014) are using BFP as in Schmitt-Rodermund and Tenibiaje studies who also supported the findings but the traits that have positive or negative influence are having different results. So, that is the other reason for advanced research to be conducted in the future. Extraversion, conscientiousness and openness are commonly having positive relationship with entrepreneurial activity (Schmitt-Rodermund (2004); Obschonka et al. (2010); Brandstatter (2011)). Leutner et al. (2014) found that conscientiousness and openness do not have a relationship with entrepreneurial activity. Another finding suggested that the relationship is negative for openness (Ciavarella et al.,

2004). Agreeableness is a trait that has heterogenous result. Leutner et al. (2014) found that agreeableness is related with entrepreneurial activity. Obschonka et al. found that this trait has weak relationship with entrepreneurial activity. Another studies have found that the relationship is negative or unrelated (Schmitt-Rodermund (2004), Obschonka et al. (2017). Neuroticism is the only dimension in which the previous studies have found similar result, that is negative or not related (Ciavarella et al. (2004), Schmitt-Rodermund (2004), Brandstatter (2011), Leutner et al. (2014) and Obschonka et al. (2017)). Based on the previous studies, the hypotheses about the relationship between the Big Five Personality traits and entrepreneurial competencies are:

H1 : Extraversion has a significant effect towards Entrepreneurial Competencies

H2 : Conscientiousness has a significant effect towards Entrepreneurial Competencies

H3 : Agreeableness has a significant effect towards Entrepreneurial Competencies

H4 : Openness has a significant effect towards Entrepreneurial Competencies

H5 : Neuroticism has a significant effect towards Entrepreneurial Competencies

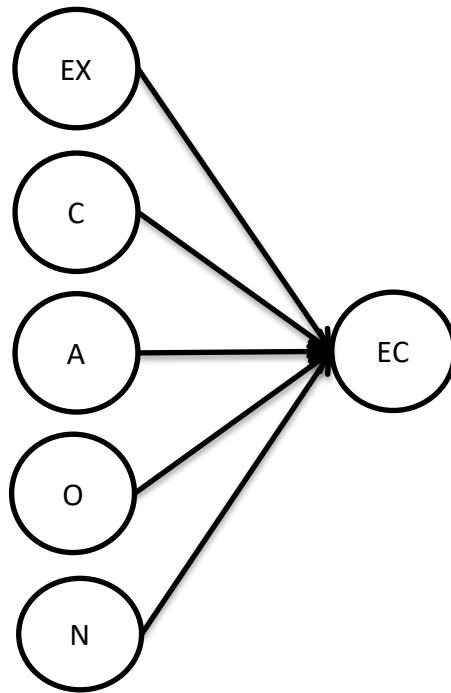


Figure 3.3

Big Five Personality Traits and Entrepreneurial Competencies

Source: Data Processed

The sixth hypothesis is built based on the study of Schmitt-Rodermund (2004) and Garcia and Gracia (2009). In previous studies, it was revealed that parenting style, which provided support and clear limitations at the same time, directly aimed at individuals to achieve better performance compared to individuals with authoritarian parenting style and neglected parenting style. Parenting style is also able to directly help an individual in choosing a career for the future (Sovet and Metz, 2014). Career is closely related to competency. Therefore, this study supports the assumption about the role of parenting style in entrepreneurial competencies. The sixth hypothesis in this study is:

H6 : Authoritative Parenting style has a significant effect towards Entrepreneurial Competencies



Figure 3.4

Authoritative Parenting Style and Entrepreneurial Competencies

Source: Data Processed

The seventh hypothesis in this study is based on Rauch and Freese (2000), Man and Lau (2000), Markman and Baron (2003), Man et al. (2008), Obschonka et al. (2011), and Solesvik (2012). They conducted a study to examine the relationship between entrepreneurial competencies and venture success with entrepreneurial success. The result of the study by Obschonka et al. (2011) and Schmitt-Rodermund is determined by using early entrepreneurial competencies that has a positive relationship between entrepreneurial competencies with the success of venture creation. Other studies are using entrepreneurial competencies, even though with different indicators but the result is similar. Emery et. al. (2004) stated that the start up business owner is also the investor and the manager of his or her own business where success or failure is associated with the business itself. Then, this hypothesis examined the relationship between entrepreneurial competencies and entrepreneurial success. The seventh hypothesis of this study is:

H7: Entrepreneurial competencies has a significant effect towards entrepreneurial success.

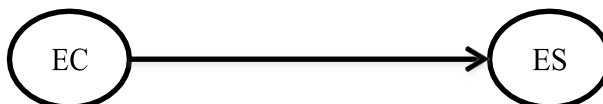


Figure 3.5

Entrepreneurial Competencies and Entrepreneurial Success

Source: Data Processed

Hypothesis eight until hypothesis twelve are built based on the studies by Schmitt-Rodermund (2004), Brandstatter (2011), Sidik (2012), Ciavarella et al. (2004) and

Leutner (2014) which showed that personality traits have a direct and indirect relationship with entrepreneurial success. Ciavarella et al. (2004) focused on the direct relationship between these two variables, the other researchers (Schmitt- Rodermund, 2004; Tenibiaje, 2010) used mediation variable to understand the relationship. The result of Ciavarella et al. (2004) study is different from other studies. DeFilipi (1994) and Baum (1995) suggested in their research that competencies are the mediation variables for the relationship between individual identity and individual career success. In this research based on the suggestion of previous studies and Holland's study about vocational choice, it is suggested that entrepreneurial competencies are the mediation variables between the Big Five Personality dimension and entrepreneurial success. Therefore, the hypotheses for this suggestion are:

H8 : Entrepreneurial Competencies as the mediation variable between the relationship of extraversion and entrepreneurial success

H9 : Entrepreneurial Competencies as the mediation variable between the relationship of conscientiousness and entrepreneurial success

H10 : Entrepreneurial Competencies as the mediation variable between the relationship of agreeableness and entrepreneurial success

H11 : Entrepreneurial Competencies as the mediation variable between the relationship of openness and entrepreneurial success

H12 : Entrepreneurial Competencies as the mediation variable between the relationship of neurotism and entrepreneurial success

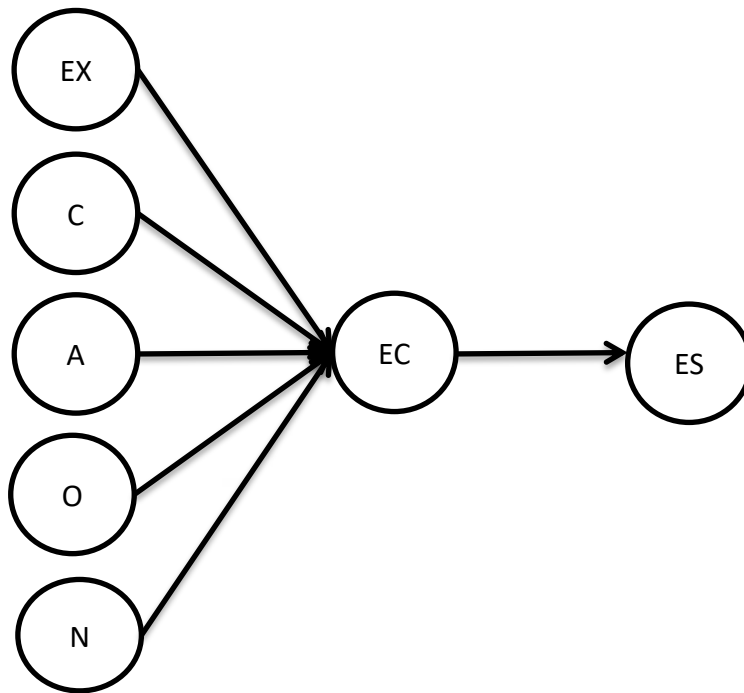


Figure 3.6

Entrepreneurial Competencies, Big Five Personality Traits and Entrepreneurial Success

Source: Data Processed

The last hypothesis in this study is built based on the studies by Schmitt-Rodermund (2004) and Tenibiaje (2010) which stated that early entrepreneur competencies are affected by authoritative parenting and affected the entrepreneur interest, entrepreneur career prospect and entrepreneurial success for an adult entrepreneur. Advanced research about this relationship must be carried out because there are only a few studies on this topic. Boz and Ergeneli (2004) found that parenting style can motivate people to choose becoming an entrepreneur as their career. It is because family is the key point and parents are a child's role model. Holland (1959) in his theory stated that environment has a role in entrepreneur's life and the first environment is family, that is the reason parenting style has a significant role on an entrepreneur. Oren et al. (2013); Bryant et. al. (2006); Jodl et al. (2001) supported that parents have a role in their children competencies and individual successful career choice. Based on the previous research, authoritative parenting style which

influenced early entrepreneur competencies is an interesting topic to be studied especially for a student as an entrepreneur who is also a child in their family and how their competencies make them to become a successful entrepreneur. Hypothesis thirteenth in this study is:

H13 : Entrepreneurial competencies is the mediation variable between the relationship of authoritative parenting style and entrepreneurial success

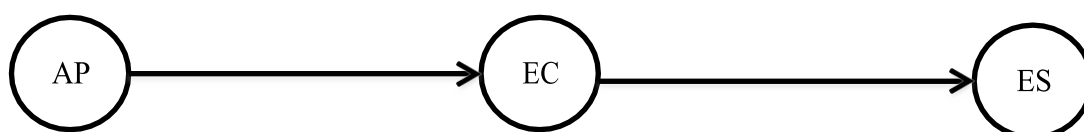


Figure 3.7

Entrepreneurial Competencies, Authoritative Parenting Style and Entrepreneurial Success

Source: Data Processed

3.5 Research Design

This study is designed by using survey method. According to (Neuman, 2007), survey is a technique commonly used in collecting data in sociology and other social sciences. Another understanding of a survey according to Creswell (2009), it is a procedure in quantitative research which is used in the sample or population to describe the attitudes, opinions, behaviour or characteristic of the population. Survey research is developed based on the positivist approach so that the questions are usually based on behaviour, attitudes/beliefs/opinions, characteristics, expectations, self-classification and knowledge. This study is conducted to look at behaviour, characteristic and expectation. Therefore, survey method is an appropriate method to be used in this study.

The distribution of questionnaires for conducting the survey involved a pre-test phase among 30 respondents. Pre-test is useful to ensure that the given question will

be easily understood by the respondents; therefore, there will be no bias occurs because of the questions vagueness from the distributed questionnaire and the survey will provide a real result.

3.6 Operational Definition

This subchapter will explain about operational definition of the variables used in this study. This operational definition is based on the previous study which has been using variables that are similar to this study:

1. Extraversion

Extraversion is someone who has good social interaction and is open in communicating (McCrae and Costa, Jr., 2003; Rothmann and Coetzer, 2003). Entrepreneur is a leader in their business. Kirby (2003) and Felfe and Schyns (2006) said that a leader must have communication skill, confidence and easy to socialize. Therefore, an entrepreneur must have high positive level of extraversion. Based on Chen (2013), extraversion will be measured by using nine statements which he/she has adapted from McCrae and Costa (1995).

2. Conscientiousness

Conscientiousness is someone who has self-control and is good at time management (McCrae and Costa, Jr., 2003, Brandstatter, 2011). Based on the statement, someone with high conscientiousness is commonly a very productive people because they are rational, have high competencies related to what they want to achieve. Rothmann and Coetzer (2003) supported the idea because according to their perspective, someone with high conscientiousness will actively planning, organizing and has high responsibility related to their life and job. That is the reason, an entrepreneur is indicated to have high positive level of conscientiousness. Conscientiousness will be

measured by using Chen (2013) suggested questionnaire, based on McCrae and Costa, Jr., (1995) which consists of eight statements.

3. Agreeableness

Agreeableness is someone who is easy to trust other people who is commonly known as trustworthy person (McCrae and Costa, Jr., 2003; Rothmann and Coetzer, 2003). Rothmann and Coetzer (2003) found that a person with high agreeableness is usually sympathetic to other, this is supported by McCrae and Costa Jr. (2003) study, but related to entrepreneurship, Brandstatter (2011) and Ciavarella et.al. (2004) suggested that an entrepreneur must have low level of agreeableness but not negative level. Agreeableness will be measured by using Chen (2013) suggested questionnaire, based on McCrae and Costa, Jr., (1995) which consists of eight statements.

4. Openness

Openness is a person who is open to ideas, methods, or new experiences and has interest to try new things (McCrae and Costa, Jr., 2003). Someone with low score of openness is someone with a conservative view, conventional and afraid with new challenges, that is the reason an entrepreneur is expected to have high positive level of openness (Rothmann and Coetzer, 2003; Ciavarelli et al., 2004; Timmons, 1997). Based on Chen (2013) suggested questionnaire, eight statements will be used to measure this dimension.

5. Neuroticism

Neuroticism is someone who is emotionally unstable, easily sad, and depressed (Brandstatter, 2011; Hakimi, Hejazi, and Lavasani, 2011; Rothmann and Coetzer, 2003). Brandstatter (2011); Schmitt-Rodermund (2004) found that low level of

neuroticism is mandatory in someone who wants to become an entrepreneur. Based on Chen (2013) suggested questionnaire, eight statements will be used to measure neuroticism.

6. Authoritative Parenting (AP)

Authoritative parenting style is a form of parenting that emphasizes on the support and warmth relationship between parents and their children. Baumrind in 1971 was the first person who had described about parenting style. The study by Garcia and Gracia (2009), Shute et al. (2011) and Mayseless, Scharf, and Sholt (2003) strengthened the role of parenting style in the achievement of a child, while Schmit– Rodermund and Tenibiaje studies confirmed that authoritative parenting style is needed in the process to become a successful entrepreneur. Authoritative parenting style has 10 indicators. The questions are adapted from Parental Authority Questionnaire (Buri, 1991). This questionnaire is also used by Mayseless et al. (2003).

7. Entrepreneurial Competencies (EC)

Entrepreneurial competencies can be defined as the managerial capability of a leader in doing business both in creating and communicating business direction. In the study of Obschonka et al. (2010); Obschonka et al. (2011) and Schmitt-Rodermund (2004), using early entrepreneurial competencies and has three manifest variables, namely early leadership (EC1), inventive activities (EC2) and commercial activities (EC3). In this study, because the respondents students who are also an entrepreneur and want to understand the entrepreneurial competencies, the indicator is based on Man and Lau (2000) and Man et al. (2008).

The indicator of entrepreneurial competencies is divided into six categories where all categories have their own indicator. Using second order on PLS, the six categories of indicator can be the indicator of entrepreneurial competencies. The six categories are opportunity competency (OpC), relationship competency (RC), conceptual competency (CpC), organizing competency (OrC), strategic competency (SC) and commitment competency (CmC). These three manifest variables from Obschonka et al. (2011) have been used as the manifest variables of early entrepreneurial competencies in this study. The six categories of entrepreneurial competencies have a total of 38 items indicator. OpC has 3 questions, RC has 9 questions, CpC has 4 questions, OrC has 6 questions, SC has 9 questions and CmC has 7 questions. The questions are adapted from Man and Lau (2000) and Man et al. (2008)

8. Entrepreneurial Success (ES)

The understanding of entrepreneurial success in this study comes from the study of Ahmad and Seet (2006), Carree and Verheul (2011), and Schmitt-Rodermund (2004) who said that the success of an entrepreneur is more than money, success is also involved as one of the aspects of basic reward for an entrepreneur. Therefore, the measurement of entrepreneurial success is the achievement of a subjective measurement such as satisfaction. The indicators used in measuring entrepreneurial success are adapted from Spencer, Joiner, and Salmon (2009) and Lingsiya (2012) who adapted their questionnaire based on the modified instruments developed by Gupta and Govindarajan (1984). Entrepreneurial success in this research has 10 questions.

3.7 Measurement of Variables

The variables in this study will be measured by using Likert scale. Likert scale is a measurement to measure behaviour which is designed to see how much the respondents agree or disagree with a statement (Zikmund, Babin, Carr, and Griffin, 2009). There are 5 scores that indicate the level of respondents' agreement on the statements provided. The score is ranging from 1 to 5. Score 1 is for strongly disagree while score 5 indicates that the respondent is strongly agree. Some of the statements have reversed meaning to ensure the respondents' answer.

Table 3.2 will present a summary of the operational definition and measurement of variables as well as the example of questions from the questionnaire used in this study.



Table 3.2

Summary of The Operational Definition and Measurement of Variables (Include: Examples of Statement)

Num.	Research Variables	Definition	Indicators	Measurements	Statement Examples/coding	Adapted From
1	Extraversion (EX)	Extraversion is person who has good social interaction and open in communicating	<ul style="list-style-type: none"> • Warmth • Gregariousness • Assertiveness • Excitement seeking • Positive emotions 	Likert Scale	<input type="checkbox"/> I am easily adapt to others <ul style="list-style-type: none"> • Part 2 (1-9) 	(Chen, 2013)
2	Conscientiousness	Conscientiousness is someone who have self control and good at time management	<ul style="list-style-type: none"> • Rational • Informed • Dutifulness • High achievement striving • High self discipline <input type="checkbox"/> deliberation 	Likert Scale	<ul style="list-style-type: none"> • I often make a plan in the last seconds • Part 2 (34-41) 	(Chen, 2013)
3	Agreeableness	Agreeableness is someone who is easy to trust other	<ul style="list-style-type: none"> • Straightforwardness • Compliance • Altruism 	Likert Scale	<input type="checkbox"/> I believe cooperation is more useful than competition <input type="checkbox"/> Part 2 (26-33)	(Chen, 2013)
4	Openness	Openness is someone who open to ideas, methods, or new experiences and has interest to try new things	<ul style="list-style-type: none"> • Openness in fantasy • Aesthetics • Openness to ideas and values • Value experience 	Likert Scale	<input type="checkbox"/> I like to read challenging books <ul style="list-style-type: none"> • Part 2 (18-25) 	(Chen, 2013)
5	Neuroticism	Neuroticism is someone which emotionally unstable, easily sad, and depressed	<ul style="list-style-type: none"> • Self conscientiousness • Depression • Impulsiveness <input type="checkbox"/> Vulnerability <input type="checkbox"/> Anger 	Likert Scale	<ul style="list-style-type: none"> • I am calm even in a depressing situation • Part 2(10-17) 	(Chen, 2013)
6	Authoritative Parenting (AP)	A form of parenting that emphasis on the	<ul style="list-style-type: none"> • Mother acceptance (AP1) • Mother independent 	Likert Scale	<ul style="list-style-type: none"> • In my family, when there is a new policy, my parent 	(Mayseless, Scharf, and Sholt, 2003)



Num.	Research Variables	Definition	Indicators	Measurements	Statement Examples/coding	Adapted From
		relationship between parents and their children while providing a clear and consistent structure	<ul style="list-style-type: none"> encouragement (AP2) Mother trust (AP3) Father acceptance (AP1) Father independent encouragement (AP2) Father trust (AP3) 		<ul style="list-style-type: none"> always discuss with me why the policy is made My father always support my decision Part 3(1-10) 	
7	Entrepreneurial Competencies (EC)	Managerial capability of a leader in creating and communicating vision for his or her business.	<ul style="list-style-type: none"> •Opportunity competencies (OpC) •Relationship competencies (RC) • Conceptual competencies (CpC) • Organizing competencies (OrC) • Strategic competencies (SC) • Commitment competencies (CmC) 	Likert Scale	<ul style="list-style-type: none"> • I am able to identified product or service the market wanted • Part 3: <ul style="list-style-type: none"> ○ OpC : 1-3 ○ RC : 4-12 ○ CpC : 13-16 ○ OrC : 17-22 ○ SC : 23-31 ○ CmC : 32-38 	(Man and Lau, 2000 ;Man, Lau, and Snape, 2008)
8	Entrepreneurial Success (ES)	Achievement of personal objectives such as satisfaction, autonomy and balance in life	<ul style="list-style-type: none"> • Personal satisfaction (ES1) • Control own business (ES2) • Healthy and happy life (ES3) • Balance between work and family (ES4) • Survival in business (ES5) • Creating more jobs for local community (ES) 	Likert Scale	<ul style="list-style-type: none"> • I am satisfied with the sales volume of my business • Part 3 (39-48) 	(Spencer, Joiner, and Salmon, 2009; Lingesiya, 2012)

3.8 Sampling and Data Collection Procedure

The primary data used in this study was collected by using questionnaires, while the secondary data was collected from other literatures, such as documentation of previous studies.

3.8.1 Population and Sample

Population is a collection of individual elements which number is finite to infinite. In the use of survey method, population is a collection of elements with a clear number according to the information needed (Zikmund, Babin, Carr, and Griffin, 2009). The criteria of population in this research are as follows:

1. Student who is also an entrepreneur and founder of a business.
2. Student who is running a business for a minimum of 1 year.
3. The business has operated for a minimum of 1 year.
4. Formally listed as an entrepreneur student in their university.
5. Living in Surabaya, Indonesia.

In Indonesia, Universitas Ciputra is a product of vision by Ir Ciputra who wanted to create a university with entrepreneurial spirit lighted in every part of the university (Ciputra, 2019). The vision of the founder has become the vision of Universitas Ciputra which is to be a university that creates world class entrepreneurs with Integrity-Professionalism-Entrepreneurship (IPE) characters and nationality as well as to contribute positively to Indonesia (Universitas Ciputra, 2019).

Because of the vision and the founder, this study has chosen Ciputra University' students as the respondents. The requirement also stated that the respondents must be a Ciputra University student who is formally listed as an entrepreneur student and thus suitable with the criteria in this study.

Based on the criteria, the population in this research is 3,256 students. The sample size in PLS is more flexible than SEM. Even though the sample size is less than 50 students, the data can still be processed with PLS (Hair,Jr, Hult, Ringle, and Sarstedt, 2014). The minimum sample size required is based on Barclay (cited by Hair, Jr. et al., 2014) which is 10 times the maximum number of arrowheads pointing in latent variable in path model, which is 60 respondents. In this research by using Krejcie and Morgan (1970), the sample size is 344 students who are also an entrepreneur (population 3000, sample size 341; population 3500, sample size 346). The sample used in this research is more than the minimum sample for PLS-SEM.

The sample is taken with cluster random sampling due to heterogeneity of the business and also students' cohort between Entrepreneurship 4 up to advanced entrepreneurship class based on their major. In addition, this technique is a proof to fit the heterogenous population which is grouped into several clusters or groups. In total, there are 60 parallel Entrepreneurship 4 up to advanced entrepreneurship classes based on their major. The sampling procedure started with randomly selecting 9 classes between Entrepreneurship 4 until advanced entrepreneurship class based on their major. All the participants of selected classes were taken as a sample in this research in order to fulfil a total of 344 samples.

3.8.2 Data Collection Procedures

In this study, data were collected by using closed questionnaire. Closed questionnaire is chosen because it would be easy to measure the variables by using close-ended items (De Vaus, 2002). Closed-ended question means that the answer to every question has been determined. Each respondent only needs to choose the answers that have been provided.

Close-ended question is suitable for survey method because it is fast and easy for the respondents and researchers even though the responses from the respondents may not depict actual answers from the respondents. Another advantage of the closed-ended question is the easiness in coding the answers and analysed them statistically. It is also easy to be compared and replicated. Data collected from a survey is directly gathered from the participants who are suitable with the population criteria in this research.

3.9 Technique of Data Analysis

This study will use the Partial Least Square Structural Equation Modelling (PLS-SEM). PLS-SEM is chosen because the path model can connect variables/constructs based on theory and logic. The objective of this research is to explain the target construct, that is the reason in this research it is more suitable to use PLS-SEM than CB SEM (Covariance-based Structural Equation Modelling).

The variables in PLS-SEM and CB-SEM have the same term, which are construct and manifest. Construct is latent variables or unobservable concept that can be defined as measuring the degree of specificity, represented as circle or oval. Indicator variables or manifest variables are represented by a square or rectangle shape. Line is used to describe the relationship between these variables. The line may have one or

two arrows to explain the types of relationship between the variables. A line with one arrow indicates a hypothesized direct relationship between two variables, in which the variable with end arrow is called as a dependent variable. A line with two arrows on each side respectively indicates the unanalysed relationship, while the covariance between the two variables does not have immediate implication.

Research model in Figure 3.1 is the model that shows the theory, which is developed for this research. Variable extraversion, conscientiousness, agreeableness, openness and neuroticism as the Big Five Personality traits, authoritative parenting style, entrepreneurial competency, and entrepreneurial success in this research are the construct variables. A line with one arrow indicates that the authoritative parenting and the Big Five traits are independent variables, entrepreneurial competencies are the mediating variable and entrepreneurial success is a dependent variable.

Hypothesized relationship between the constructs is called a structural model or inner model. The relationship between the construct with its manifestation such as the relationship between entrepreneurial competencies with the opportunity, relationship, commitment, organizing, strategic and conceptual competencies is called a measurement model or outer model. Entrepreneurial competencies indicators are the criteria, this research will use second order as an option to run the data. Key characteristics that must be met with the use of PLS-SEM are:

Table 3.3
PLS-SEM Characteristics

Data Characteristics	
Sample Sizes	Minimum sample size is 10 times of arrowheads pointing at a latent variable.
Distribution	No distribution assumptions because PLS-SEM is a nonparametric method
Missing Values	Highly robust as long as missing values are below a reasonable level (less than 5% per indicator)
Scale of Measurement	Metric data, quasi-metric (ordinal) and binary
Model Characteristics	
Number of items in each construct measurement model	Handles constructs measured with single and multi-item measures
Relationships between constructs and their indicator	Reflective and formative
Model complexity	Handles complex models with many structural model relations, larger number indicator can reducing PLS- SEM bias
Model setup	Only recursive models
PLS-SEM Algorithm Properties	
Objective	Maximizes R^2 values
Efficiency	Converges after a few iterations to optimum solution
Construct Scores	Estimated as linear combinations of their indicator, used predictive purposes, used as input for subsequent analyses, and not affected by data inadequacies
Parameter estimates	Structural model relationships are generally underestimated (PLS-SEM bias), measurement model relationship are generally overestimated (PLS-SEM bias), consistency at large and high levels of statistical power
Model Evaluation Issues	
Evaluation of the overall model	No global goodness-of-fit criterion
Evaluation of the measurement models	Reflective: reliability and validity assessment by multiple criteria
Evaluation of the structural model	Collinearity among sets of constructs, significance of path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2 and q^2 effect size)

Source: Hair,Jr, Hult, Ringle, and Sarstedt (2014)

3.10 Pilot Test

The data collection in this study was conducted after pilot test stage to ensure the distributed questionnaires were understandable and unbiased. Pilot test was conducted to 45 college students according to predefined criteria. The purpose of this test pilot is to make sure that all items in the questionnaire can be understood by the respondents and will not confuse the respondents when filling out the questionnaire. The distributed questionnaire is an adaptation since the respondents are Indonesian citizen therefore the language used in the questionnaire is Indonesian language. The purposes of selecting Indonesian language are:

1. Facilitate respondents' understanding.
2. Ensure the respondents will not misunderstand the purpose of the question items in the questionnaire.

After adapting and translating the questionnaire into Indonesian language, the translated questionnaire has been shown to an expert in the subject. This process is to ensure the validation of the questionnaire, because sometimes the translation may have different meaning.

Based on the questionnaires which were returned after the pilot test, the questionnaires that were processed in the pilot test were only 38 questionnaires, while 7 questionnaires could not be processed since there were some items not answered by the respondents. The first testing in pilot test is indicator reliability. Outer loading value for each construct must be higher than 0.7 (Hair, Jr, Hult, Ringle, and Sarstedt, 2014).

Internal consistency reliability is usually identified by using Cronbach's alpha with 0.7 value but Bagozzi and Yi (quoted from Wong (2013)) stated that composite reliability can replace Cronbach's Alpha to measure internal consistency reliability

with value above 0.7 (Hair, et al., 2014). Internal consistency reliability is the first step in the reflective model, because the questionnaire in this study uses a reflective model, therefore in this pilot test the internal consistency reliability has been tested to ensure all items of the questions become a reliable indicator. Therefore, the data distribution can be continued. The following are the values of internal consistency reliability of pilot test:

Table 3.4
Internal Consistency Reliability Pilot Test

Construct	Cronbach's Alpha	Composite Reliability
Extraversion	0.9664	0.9711
Conscientiousness	0.9645	0.9700
Agreeableness	0.9680	0.9728
Openness	0.9693	0.9739
Neuroticism	0.9645	0.9699
Authoritative Parenting	0.9749	0.9779
Entrepreneurial competencies	0.9929	0.9932
Opportunity competencies	0.9325	0.9739
Relationship competencies	0.9732	0.9768
Conceptual competencies	0.9380	0.9556
Organising competencies	0.9536	0.9630
Strategic competencies	0.9697	0.9738
Commitment competencies	0.9590	0.9661
Entrepreneurial success	0.9729	0.9763

Source: Data Processed

The pilot test result using Smart PLS shows that the internal consistency reliability value with Cronbach's Alpha approach is above 0.7 which means the question items are reliable and can be continued to the next stage. The results are supported by the composite reliability value of each construct which is also above 0.7, therefore, the

pilot test is successful, and the questionnaire can be distributed to the respondents.

Based on the validity and reliability test, this questionnaire can be used in this study.

3.11 Data Collection

Data collection is conducted by distributing questionnaires directly to the respondents by bringing the respondents together in groups. Gathering the respondents in groups has made it easier to distribute the questionnaires while ensuring the questionnaires are answered correctly. Data collection was conducted from June to July 2016.

3.12 Profile Respondent

The subject in this research is college students who have become entrepreneurs and are also the owner of a business. From 495 questionnaires distributed at the Universitas Ciputra, Surabaya, Indonesia, a total of 401 questionnaires were returned to the researcher. However, it turned out there were some questionnaires that were not completely filled, as many as 22 questionnaires, therefore the number of questionnaires used to perform the analysis in this study were 379 questionnaires.

Table 3.5 shows the distribution of the questionnaires.

Table 3.5

Questionnaire Distribution

Num.	Description	Number of Questionnaires
1.	Distributed questionnaire	495
2.	Returned Questionnaire	401
3.	Questionnaires that are not completely filled	22
4.	Questionnaires that suitable to use for analysis	379

Source: Processed primary data, see Appendix B

Table 3.5 shows the number of questionnaires that are suitable to be used in the analysis which comprise of 379 respondents. The minimum sample required according to Krejcie and Morgan (1970) are 344 respondents, where in Smart PLS, the minimum sample required can be less than 50 respondents (Hair, Jr, Hult, Ringle,

and Sarstedt, 2014). With the amount of data acquired, the requirement of minimum sample required to perform the analysis by using PLS-SEM has been fulfilled.

Table 3.6 explains the profile of 379 respondents who are willing to be the subject in this study based on gender.

Table 3.6
Respondent Based on Gender

Num.	Gender	Number of Respondents	Percentage (%)
1.	Male	180	47,49%
2.	Female	199	52,51%
Total		379	100%

Source: Processed primary data, see Appendix B

Based on Table 3.6, it can be seen from 379 respondents who were gathered by the researchers, male respondents were 180 respondents with a percentage of 47.49%, while female respondents were 199 respondents with a percentage of 52.51%.

Table 3.7 explains the profile of respondents based on the major program that they are studying.

Table 3.7
Respondent Based on Program Study

Num.	Program Study	Number of Respondents	Percentage (%)
1.	VCD	32	8,44%
2.	PSY	21	5,54%
3.	FDB	14	3,69%
4.	IBM	209	55,15%
5.	CBZ	2	0,53%
6.	INA	9	2,37%
7.	BIS	12	3,17%
8.	IMT	19	5,01%
9.	HTB	34	8,97%
10.	ACC	27	7,12%
Total		379	100%

Source: Processed primary data, see Appendix B

Based on Table 3.7, the majority of respondents in this research are studying International Business Management (IBM) department which comprise of 209 respondents (55.15%). Then, 34 respondents are studying in International Hospitality and Tourism Business (IHTB) department, 32 respondents are studying in Visual Communication Design (VCD) department, 27 respondents are studying in

Accounting (ACC) department, 21 respondents are studying in Psychology (PSY) department, 19 respondents are studying in Multimedia and Information Technology (MIT) department, 14 respondents are studying in Fashion Design Business (FDB) department, 12 respondents are studying in the area of Management Information System (MIS) department, 9 respondents are studying in Interior Architecture (INA) department, and 2 respondents are studying in Culinary Business (CB) department.

Table 3.8
Respondent Based on Business Experiences

Num.	Business Experience	Number of Respondents	Percentage (%)
1.	<2	2	0.53%
2.	≥2-<3	215	56.73%
3.	≥3-<4	133	35.09%
4.	≥4	29	7.65%
Total		379	100%

Source: Processed primary data, see Appendix B

One of the criteria in this study is college students who have been running their business for at least 2 years. From Table 3.8, it can be seen that the majority of the respondents have run their business for 2-3 years, which is as many as 215 respondents with a percentage of 56.73%. Then, respondents who have run their business for 3-4 years are as many as 133 respondents (35.09%) and more than 4 years are as many as 29 respondents (7.65). From the total of 379 respondents, only 2 respondents (0.53%) are running business less than 2 years. Respondents may have experience in business for more than 4 years because some of them already have a business before they enrolled at the university. Therefore, the criteria in this study have been fulfilled.

Table 3.9
Respondent Based on Current Business Age

Num.	Current Business Age	Number of Respondents	Percentage (%)
1.	<1	0	0.00%
2.	≥1-<2	112	29.55%
3.	≥2-<3	176	46.44%
4.	≥3	91	24.01%
Total		379	100%

Source: Processed primary data, see Appendix B

Another criterion in this research is the business of each respondent must have been operated for at least 1 year. From Table 3.9, it can be seen that none of the respondents have run the business for less than 1 year. The majority of respondents have run the business for at least 2-3 years, as many as 176 respondents (46.44%). Then, as many as 112 respondents (29.55%) have run the business for at least 1-2 years and 91 respondents (24.01%) have been running the business for more than 3 years. Respondents are the start-up owner have run the business for more than 3 years because some of them have already tried to start up business even though they are still studying at the university.

3.13 Chapter Summary

Based on Hollands' RIASEC vocational choice theory, the current model has been created. From the model, thirteen hypotheses were explained. The hypotheses were answered by using quantitative method. The method used to collect data in this study is by using questionnaire survey. The questionnaire survey has been distributed to the respondents who are students and also the founder of a business with a minimum experience in business at least 1 year and their business has already operated for 1 year minimum and lived in Surabaya. Their business must be formally listed at their university. Based on the population criteria, the respondents in this study are Ciputra University students. The questionnaires were distributed by using cluster random sampling and 379 questionnaires can be used in this study. The data has been analysed by using SEM PLS because in this study, the model has second order. The explanation of the model has been created based on the theories.

CHAPTER FOUR

DATA ANALYSIS AND FINDING

4.1 Introduction

The previous chapter shows that the model in this study can be tested after pilot test has explained that the data is valid and reliable. Based on the data collected, 379 data has been processed by using SEM-PLS to answer the research question. This chapter will discuss on the findings from the data analysis. The first analysis is to understand the descriptive from the data and then to analyse the outer model in this study which is entrepreneurial competencies and the indicators. The multicollinearity, validity, reliability and outer model assessment must be done to ensure the relationship of entrepreneurial competencies with the indicators which are opportunity competency, relationship competency, conceptual competency, organizing competency, strategic competency and commitment competency. The next stage is to assess the structural model and to answer the hypotheses in this study.

4.2 Descriptive Statistics

Descriptive statistics can explain about the preference of average respondents with the statement. Based on average respondents' preference, the trend, pattern and data collected can be analyse.

Table 4.1 shows the mean and standard deviation for extraversion indicator. Mean can give the trend of respondents' approval of the statement about extraversion indicator. Standard deviation described the pattern of the respondents' choice around the mean.

Table 4.1
Descriptive Statistics for Extraversion

Coding	Statement	Mean	Standard Deviation
EX1	I am easily adapt to others	3.89	1.25
EX2	I am a loner	3.97	1.22
EX3	I am an active person	3.92	1.31
EX4	I can ask others to do what I want	3.90	1.26
EX5	I like tranquility	4.47	0.61
EX6	I am a firm and responsible person	3.96	1.19
EX7	I do not like expressing opinions.	3.95	1.28
EX8	I like to be in a group	3.91	1.29
EX9	I do not like to interfere with other people affairs	3.95	1.27

Source: Processed primary data, see Appendix B

Table 4.1 shows that all statements have a mean more than 3.00 which means that the respondents agreed with the statement. Statement EX2, EX5, EX7 and EX9 have a reverse value because of their negative meaning. This negative meaning has helped to find out if respondents earnestly read and understand the intent of the statement. EX5 has a mean value of 4.47 and standard deviation, 0.61, this means that all respondents agreed that they loved to have tranquillity. Other statements have a mean value of 3.90 but the standard deviation is more than 1.00, this described that the average respondents agreed with the statement, the respondents actually have a very diverse answer for the extraversion indicators.

Table 4.2 explain about the descriptive analysis of Neuroticism. Neuroticism level is expected to be low for entrepreneurs, based on the expectation in this study when the respondents have chosen 1 (strongly disagree) for statement N1, N3, N4, N6 and N8, the value will be changed to 5 before running the data.

Table 4.2
Descriptive Statistics for Neuroticism

Coding	Statement	Mean	Standard Deviation
N1	I often get sad	3.93	1.23
N2	I am not easily disturbed by the condition around me	3.92	1.27
N3	I am easily feeling depressed	3.90	1.25
N4	I am an emotional person	3.93	1.25
N5	I am calm even in a depressing situation	3.93	1.26
N6	I have fear to make mistakes	3.93	1.27
N7	I am an easy going person	3.93	1.26
N8	I often regret things that I have done	3.96	1.30

Source: Processed primary data, see Appendix B

Table 4.2 shows that the standard deviation for all statements is more than 1.00 which means that the answers from the respondents are spread out from the mean value because a low standard deviation value showed that the average data value is around their mean value. This means that the respondents have a very diverse level of approval for the statement. The mean of the statement after adjustment is as described above which is, 3.90. This shows that the average respondents have agreed with the positive meaning of the statement, for example N1 has a mean value of 3.93 which indicate that the respondents actually do not easily getting sad. N2 has a positive meaning, which means that if the respondents agreed with the statement, the respondents are indicated to have low neuroticism, which is they actually can control their emotion. The mean from all statements in Table 4.2 explained that actually the respondents in this study have emotional stability.

Table 4.3 shows the descriptive analysis for openness. O1, O5, O7 and O8 is a reverse statement to find out that the respondents really read and understand the meaning of all the statements. O2, O3, O4 and O6 have the actual meaning according to the statements. After O1, O5, O7 and O8 value reversed, all the data can be processed and analysed.

Table 4.3
Descriptive Statistics for Openness

Coding	Statement	Mean	Standard Deviation
O1	I do not have imagination	3.90	1.22
O2	I like to read challenging books	3.89	1.26
O3	I am interested to do many things	3.97	1.28
O4	I am trying to understand my self	3.91	1.22
O5	I have no interest in unclear ideas	3.96	1.28
O6	I believe in the importance of art	3.87	1.29
O7	I only do things that I know	3.92	1.28
O8	I often choose a conservative-minded political candidates	3.93	1.25

Source: Processed primary data, see Appendix B

Table 4.3 mean value describes that actually all respondents have an open mind because the mean value is around 3.90 which is more than 3.00 so the respondents agreed with the statement. The standard deviation for openness indicator is more than 1.00, this showed that the respondents have a very diverse level of approval of the statement. For example, O3 with statement “I am interested to do many things” has a mean value of 3.97 and standard deviation 1.28 which explained that average respondents agreed with the statement in which they are interested to do many things in their life but some of them have different answers for the statement.

Table 4.4 shows the descriptive statistics of agreeableness. Before the data for agreeableness can be used in this study, the same step with neuroticism is used. For the literature review study, agreeableness level for entrepreneurs is expected to have a low value, therefore if the respondents have chosen to approve A1, A3, A6 and A8 statements that is the expected value for this study so the value is the actual value, but for A2, A4, A5 and A7 the value must be reversed. For example, if they choose 1 in A2 which is they do not agree with the statement “I trust people easily” the real meaning is they do not trust people easily and that is the expected answer so the value must be reverse to 5 before running the data to adjust the analysis.

Table 4.4
Descriptive Statistics for Agreeableness

Coding	Statement	Mean	Standard Deviation
A1	I feel that everybody have their own hidden agenda	3.93	1.26
A2	I trust people easily	3.93	1.24
A3	I often disagree with others	3.92	1.23
A4	I believe cooperation is more useful than competition	3.92	1.26
A5	I am easily satisfied	3.92	1.28
A6	I feel I am better than others	3.93	1.25
A7	I care about people around me	3.93	1.25
A8	I often put other people under pressure	3.97	1.25

Source: Processed primary data, see Appendix B

The mean value of agreeableness is as showed in Table 4.4 which is more than 3.90. This described that the respondents in this study do not easily trust people, can disagree with others, understand that people have own hidden agenda, they understand that competition is important, not easy to feel satisfied, proud of themselves, they care about people but not too much and know to put people under pressure to achieve their agenda. For entrepreneurs, this variable is actually the most difficult variable to be expected, too high level of agreeableness or too low level of agreeableness means they are not fit to become an entrepreneur. Therefore, the mean is an average mean because it is between acceptable and agreed. The standard deviation is more than 1.00 for all statements which means that the respondents have a very diverse approval level.

Table 4.5 shows the mean and standard deviation value of conscientiousness. C2, C4, C5 and C8 have a negative meaning to look at the understandability of the respondents, so the value must be reversed before continuing to run the data by using PLS-SEM.

Table 4.5
Descriptive Statistics for Conscientiousness

Coding	Statement	Mean	Standard Deviation
C1	I always finish any task given to me successfully	3.91	1.29
C2	I often make a plan in the last seconds	3.96	1.23
C3	I always become a champion	3.97	1.30
C4	I often forget to put everything back where they belong	3.94	1.24
C5	I often postpone in making decision	3.94	1.26
C6	I am a hard worker	4.01	1.26
C7	I pay my debt on time	3.92	1.26
C8	I do not see any consequence in every thing I do	3.99	1.27

Source: Processed primary data, see Appendix B

The mean value of conscientiousness is more than 3.91, and for C6 statement, the mean value is 4.01. This is implied that the respondents agreed with the statement of conscientiousness. The standard deviation is more than 1, which means even though the average respondents agreed with the statement of conscientiousness but level of approval for the statement is highly diverse. The diverse shows that some of respondent may not finish the task successfully, do not make a plan or forget to put everything back where they belong.

Table 4.6 shows the mean and standard deviation of authoritative parenting style. All the statements in this variable has a positive meaning, therefore, the actual value is ready to be processed by using PLS-SEM.

Table 4.6
Descriptive Statistics for Authoritative Parenting Style

Coding	Statement	Mean	Standard Deviation
AP1	In my family, when there is a new policy, my parent always discuss with me why the policy is made	3.96	1.26
AP2	My parent always give an explanation, whenever I feel the rules and restriction does not make sense	3.92	1.28
AP3	My parent always direct my action and decisions made by me through a clear consideration and discipline	3.92	1.30
AP4	I understand that my parent have expectations, but I can discuss that expectation with them when I feel it burdening me	3.95	1.29
AP5	My Parent consistently provide direction and guidance	3.94	1.25
AP6	My parent consider my opinion when making a decision, but do not make the decision because I want it	3.92	1.30
AP7	My parent have a clear standard about my behavior, but sometimes adjust the standard to my needs	3.96	1.23
AP8	My parent direct my behavior and activities, but also listen to my opinion and willing to discuss them with me	3.91	1.22
AP9	My Parent give clear direction about my behavior and activities but understand when I disagree with them	3.92	1.27
AP10	My parent sometimes make a decision that hurt me, but they are willing to discuss it and admit when they make mistakes	3.96	1.29

Source: Processed primary data, see Appendix B

All statements in Table 4.6 have a value around 3.91-3.96, this implied that the respondents agreed with the statement. The standard deviation value is more than 1.00, this implied that the data has a diverse level of approval. This means that average number of respondents agreed with the statement, some of the respondents did not agree because of the high level of standard deviation value.

Table 4.7 to Table 4.12 are the statements of entrepreneurial competencies. Entrepreneurial competencies have six unobserved variables as the indicators namely opportunity, relationship, conceptual, organizing, strategic and commitment competencies. All statements have an actual meaning, reversed value does not have to be done in this section.

Table 4.7
Descriptive Statistics for Opportunity Competencies

Coding	Statement	Mean	Standard Deviation
<i>OpC1</i>	I am able to identified product or service the market wanted	3.96	1.24
<i>OpC2</i>	I am able to see the changing in situation, trends and competition	3.96	1.31
<i>OpC3</i>	I am active in finding opportunities by gathering information about potential customer and market situations	3.97	1.28

Source: Processed primary data, see Appendix B

Table 4.7 shows the mean value of opportunity competencies which are 3.96 and 3.97. that implied that the average number of respondents agreed with the statement. They felt that they can identify what market wants, understand the changes in the environment and being active to find opportunities. The standard deviation value in Table 4.7 is more than 1, which means that the average number of respondents agreed with all the statement, some respondents have different answers for opportunities competencies.

Table 4.8
Descriptive Statistics for Relationship Competencies

Coding	Statement	Mean	Standard Deviation
<i>RC1</i>	I am able to establish a relationship with the customer, partners and employee	3.95	1.27
<i>RC2</i>	I can use my affiliation and network to strengthen my business	3.96	1.32
<i>RC3</i>	I am able to build and maintain the trust of the people around toward me	3.91	1.27
<i>RC4</i>	I am able to leverage clients trust to market the product and also control my employee	3.91	1.25
<i>RC5</i>	I use the media to build a positive image	3.92	1.27
<i>RC6</i>	I can communicate effectively and efficiently	3.97	1.27
<i>RC7</i>	I am good at negotiating	3.97	1.30
<i>RC8</i>	I am able to resolve the conflict that occurs in business	3.96	1.26
<i>RC9</i>	I am able to reach an agreement with my business partner in making a decision	3.97	1.26

Source: Processed primary data, see Appendix B

Table 4.8 shows the means value of relationship competencies which is minimum 3.91 and maximum 3.97. These values mean that the average number of respondents

agreed with the statement. They felt that they had a relationship with others, these competencies are what an entrepreneur needs in order to maintain their business. The standard deviation value in Table 4.8 is more than 1, which means that the average number of respondents agreed with all the statements, some of the respondents have different answers for the relationship competencies.

Table 4.9

Descriptive Statistics for Conceptual Competencies

Coding	Statement	Mean	Standard Deviation
<i>CpC1</i>	I am able to analyze and create decision rapidly	3.93	1.30
<i>CpC2</i>	I look at my surroundings from multiple perspectives	3.95	1.25
<i>CpC3</i>	I innovate with methods, service or product, image technology, and distribution process	3.97	1.26
<i>CpC4</i>	I am able to measure the risk of every business activity	3.90	1.26

Source: Processed primary data, see Appendix B

Table 4.9 shows the mean value of conceptual competencies which is minimum 3.90 and maximum 3.97. Statement CpC4 has the smallest value for conceptual competencies, this implied that the respondents even though agreed with the statement but they still have a doubt with their competencies to measure risk. They are confident with statement CpC3 because the mean value of this statement is the highest than the others. This showed that the respondents agreed that they can do some innovation. Based on Table 4.9, even though the mean value shows that the average number of respondents agreed with the statement, yet the standard deviation value is more than 1, this means that some of the respondents have different answers for the conceptual competencies.

Table 4.10
Descriptive Statistics for Organizing Competencies

Coding	Statement	Mean	Standard Deviation
<i>OrC1</i>	I am able to plan business activity and resource allocation in my business	3.92	1.29
<i>OrC2</i>	I am able to re-organize resource allocation in business	3.95	1.28
<i>OrC3</i>	I delegate work effectively	3.96	1.27
<i>OrC4</i>	I am able to motivate co-worker or employee to achieve goals	3.93	1.24
<i>OrC5</i>	I can distribute tasks in business effectively	3.94	1.27
<i>OrC6</i>	I organize the activity of my co-worker or employees	3.94	1.24

Source: Processed primary data, see Appendix B

Table 4.10 shows the mean value of organizing competencies which is between 3.92 and 3.96, this implied that the respondents agreed that they are able to organize their business. Based on Table 4.10, the mean value shows that the average number of respondents agreed with all the statements in this section, but standard deviation value is more than 1, this means that the level of approval for organizing competencies is very diverse.

Table 4.11
Descriptive Statistics for Strategic Competencies

Coding	Statement	Mean	Standard Deviation
<i>SC1</i>	I have a vision that directs my business in the long run	3.96	1.29
<i>SC2</i>	I am able to develop and evaluate objectives	3.98	1.28
<i>SC3</i>	I am able to utilize existing resources	3.98	1.24
<i>SC4</i>	I can adjust the strategy based on the condition of the market	3.95	1.28
<i>SC5</i>	I am able to evaluate my business position in the market	3.95	1.24
<i>SC6</i>	I am able to pursue my goals systematically	3.94	1.32
<i>SC7</i>	I use tactics in attracting customer and facing the competitor	3.95	1.29
<i>SC8</i>	I am able to estimate the expense of my business	3.94	1.26
<i>SC9</i>	I am able to monitor the performance of my business	3.89	1.27

Source: Processed primary data, see Appendix B

Table 4.11 shows that the mean value of strategic competencies is more than 3.94, this implied that the respondents agreed that they are confident that they are

competent to run their business to compete in the market. Based on Table 4.11, average number of respondents have vision, know their objective, can manage their resources, know how to attract their market, however as for monitoring their business performance, they do not have the courage because the mean for SC9 is 3.89, this is the minimum value for strategic competencies mean value. The standard deviation value is more than 1, this means that the level of approval for organizing competencies is diverse, especially in statement SC7 which has the highest standard deviation value.

Table 4.12
Descriptive Statistics for Commitment Competencies

Coding	Statement	Mean	Standard Deviation
<i>CmC1</i>	I am able to maintain the sustainability of my business	3.93	1.24
<i>CmC2</i>	I am directing my business activity to pursue long-term objectives	3.94	1.21
<i>CmC3</i>	I devote my spare time to run business activity	3.93	1.27
<i>CmC4</i>	I have a sense of responsibility toward my co-worker	3.97	1.25
<i>CmC5</i>	I run my business to prove my personal beliefs	3.93	1.25
<i>CmC6</i>	I Run my business to achieve my goals	3.92	1.27
<i>CmC7</i>	I am able to rise after a failure	3.90	1.24

Source: Processed primary data, see Appendix B

Table 4.12 is the last table for entrepreneurial competencies indicators. The table shows the mean value of commitment competencies is between 3.90 and 3.97, this indicates that the respondents agreed that they have commitment to run their business. Based on Table 4.12, the mean value shows that the average number of respondents agreed with all the statements in this section, but standard deviation value is more than 1, this means that the level of approval for commitment competencies is very diverse. Even though some of them are committed to run their business, but some of them still do not have commitment for their business.

Table 4.13 shows the statement for entrepreneurial success. All the statements in Table 4.13 is the actual meaning for respondents to agree or disagree.

Table 4.13

Descriptive Statistics for Entrepreneurial Success

Coding	Statement	Mean	Standard Deviation
ES1	I have the ability to develop new product than my competitors	3.98	1.21
ES2	I am able to develop my self because of my business	3.95	1.24
ES3	My income increase because of my business	3.96	1.29
ES4	I am able to expand the market that I have	3.94	1.22
ES5	I am satisfied with the sales volume of my business	3.92	1.23
ES6	I have bigger market share compare to the competitor	3.93	1.26
ES7	I am satisfied with my personal life and my business	3.92	1.28
ES8	I can do my desire in business as well as private life	3.91	1.25
ES9	I believe that I am able to grow my business	3.92	1.22
ES10	I can achieve my goals in business	3.92	1.25

Source: Processed primary data, see Appendix B

The minimum value of mean in Table 4.13 is 3.91 in statement ES8, which means that they have the desire to run a business but if the mean value is compared to ES1, they are more confident with the answer for their ability to develop a new product. This means that even though they can develop a new product and have the desire to run a business but some of they still prefer doing what they loved in their life. This is the reason standard deviation is more than 1.00.

4.3 Multicollinearity Assumption Outer Model

One of the problems which is found in the statistic is the occurrence of collinearity between two or more variables. This problem is called multicollinearity. High correlation between independent variables will affect the results of analysis in two terms, namely increasing the error standard therefore reducing significant results and can make errors in doing estimation. Both of these problems can affect the results of the PLS-SEM analysis. Researchers will have difficulty in determining which

variable is more important due to the high collinearity between variables, therefore the obtained conclusions will become biased. Problems in multicollinearity can occur in structural models, specifically when indicators are used to measure two or more constructs, therefore, researchers need to remove these indicators (Hair, Hult, Ringle, and Sarstedt, 2014). Thus, before doing analysis the researchers need to check the collinearity value of each construct.

Multicollinearity assumption test can be done by looking at the Variance Inflation Factor (VIF) value. This VIF will indicate whether a predictor has a strong linear relationship with other predictors. According to Myers (1990), an indicator has multicollinearity problems if the VIF value is above 10. Besides viewing VIF values, multicollinearity problems can be detected by looking at the tolerance values ($1/VIF$), where tolerance value below 0.1 shows the multicollinearity occurrence (Field, 2009,). The following are the results of the multicollinearity assumption test for the outer model of each construct:

Table 4.14

Multicollinearity Test Entrepreneurial Competency Variable

No.	Constructs	Tolerance	VIF
1.	Opportunity Competencys	0.278	3.591
2.	Relationship Competencys	0.111	9.004
3.	Conceptual Competencys	0.177	5.653
4.	Organizing Competencys	0.158	6.346
5.	Strategy Competencys	0.117	8.548
6.	Commitment Competencys	0.147	6.818

Source: Processed primary data, see Appendix E

Based on Table 4.14, all constructs that become the first order of entrepreneurial competencies produced VIF value below 10 and tolerance value above 0.1. Opportunity competency has VIF value of 3.591 and tolerance value of 0.278; relationship competency has VIF value of 9.004 and tolerance value of 0.111; conceptual competency has VIF value of 5.653 and tolerance value of 0.177; organizing competency has VIF value of 6.346 and tolerance value of 0.158;

Strategy competency has VIF value of 8.548 and tolerance value of 0.117 and commitment competency has VIF value of 6.818 and tolerance value of 0.147. Based on these results, all constructs that become lower order of entrepreneurial competencies are free from multicollinearity problem. Consequently, the analysis can be continued to the next stage.

4.4 Evaluation Measurement Model

The first step in analysing the PLS-SEM is to evaluate the measurement model, which is discussing about the reliability and validity test of each construct. This evaluation is very important in this research, since the measurement errors in social science are very prone to occur, such as inaccurate questions, misunderstandings between researchers and respondents, and errors in applying statistical methods. The measurement error above is the presence of differences between the real values of a variable with the variable value obtained in the measurement. Consequently, the greater error in the measurement, then the conclusions obtained from each variable will not describe the real condition, which can interfere when researchers are conducting analysis. Therefore, reliability and validity tests are required to enable researchers to identify and to reduce errors in measurements (Hair, Jr., et al., 2014).

Validity discusses how far an indicator used in the research to be able to measure a construct, whereas reliability indicates how far the average measurement results are reliable or trusted. If the respondents' average answer is getting closer to the real goal or value of the construct, then the value of validity will be higher. On the contrary, if the respondents average answer is further away from the real purpose or value of a construct, therefore the value of validity will be lower. Therefore, reliability greatly affected validity value. The success of an indicator in measuring a

construct is strongly influenced by the consistency of the measurement results (Hair, Jr., et al., 2014).

When evaluating a measurement model, it is necessary to distinguish between reflectively and formatively measured constructs. The reflective measurement model represents the effect of the underlying construct. Therefore, a reflective indicator is a representation of a construct, thus the indicators must be correlated since it comes from the same construct. This model assesses internal consistency reliability and discriminant and validity, specifically assesses internal consistency reliability, convergent validity. Unlike reflective measurement, formative measurement model is based on the assumption that an indicator influences a construct. Therefore, the indicator determines the meaning of construct, thus removing the indicator will change the construct characteristic (Hair, Jr., et al., 2014).

The questionnaire used in this research are using reflective approach, therefore the model measurement in this research is using internal consistency reliability, convergent validity and discriminant validity.

1. Indicators Reliability

To assess the reflective measurement model, an assessment on internal consistency reliability, convergent validity, and discriminant validity was conducted. However, before assessing reflective measurement models, researchers need to look at the outer loading values of each indicator, which are displayed in Table 4.15.

The high outer loading values in the construct shows that the indicator has many similarities which are taken by the construct, namely reliability indicator. This reliability indicator measures on how much indicator's variance is described by

appropriate construct (Chin, 1998 in Afthanorhan, 2014). The minimum value of the outer loading is 0.708 which concludes that the indicator can be considered reliable. This is due to the quadrate of the standardized indicator's outer loading shows on how much variation within the item and described as the variance extracted from the item, where each latent variable is at least able to explain the indicator's variance of 50%. If 0.708 is quadrated, then the result is equal to 0.5; therefore, is not mistaken of the minimum limit for outer loading is 0.708 or at least 0.7 is acceptable (Hair, Jr., et al., 2014).

Table 4.15
Outer Loading

Num.	Constructs	Items	Outer Loading
1.	Extraversion	EX1	0.7735
2.		EX2	0.7604
3.		EX3	0.7486
4.		EX4	0.7652
5.		EX5	0.7307
6.		EX6	0.7225
7.		EX7	0.7747
8.		EX8	0.7740
9.		EX9	0.7669
1.	Conscientiousness	C1	0.7566
2.		C2	0.7777
3.		C3	0.7730
4.		C4	0.7381
5.		C5	0.7426
6.		C6	0.7506
7.		C7	0.7727
8.		C8	0.7698
1.	Agreeableness	A1	0.7842
2.		A2	0.7400
3.		A3	0.7583
4.		A4	0.7533
5.		A5	0.7734
6.		A6	0.7598
7.		A7	0.7748
8.		A8	0.7495
1.	Openness	O1	0.7638
2.		O2	0.7736
3.		O3	0.7563
4.		O4	0.7734
5.		O5	0.7648
6.		O6	0.7432
7.		O7	0.8041
8.		O8	0.7678
1.	Neuroticism	N1	0.7614
2.		N2	0.7636
3.		N3	0.7842
4.		N4	0.7294
5.		N5	0.7814

Num.	Constructs	Items	Outer Loading
6.	Authoritative Parenting	N6	0.7747
7.		N7	0.7642
8.		N8	0.7364
1.		AP1	0.7865
2.		AP2	0.7636
3.		AP3	0.7446
4.		AP4	0.7997
5.		AP5	0.7499
6.		AP6	0.7844
7.		AP7	0.7539
8.	Opportunity Competency	AP8	0.7644
9.		AP9	0.7682
10.		AP10	0.7873
1.	Opportunity Competency	OpC1	0.8178
2.		OpC2	0.8613
3.		OpC3	0.8314
1.	Relationship Competency	RC1	0.7526
2.		RC2	0.7888
3.		RC3	0.8040
4.		RC4	0.7843
5.		RC5	0.7997
6.		RC6	0.7917
7.		RC7	0.7589
8.		RC8	0.7838
9.		RC9	0.7525
1.	Conceptual Competency	CpC1	0.8065
2.		CpC2	0.7846
3.		CpC3	0.8185
4.		CpC4	0.7932
1.	Organizing Competency	OrC1	0.7814
2.		OrC2	0.7798
3.		OrC3	0.7800
4.	Organizing Competency	OrC4	0.7361
5.		OrC5	0.7499
6.		OrC6	0.7731
1.	Strategic Competency	SC1	0.7819
2.		SC2	0.7967
3.		SC3	0.7797
4.		SC4	0.7503
5.		SC5	0.7078
6.		SC6	0.7970
7.		SC7	0.7842
8.		SC8	0.7621
9.		SC9	0.7603
1.	Commitment Competency	CmC1	0.7729
2.		CmC2	0.7797
3.		CmC3	0.7838
4.		CmC4	0.7607
5.		CmC5	0.7668
6.		CmC6	0.7630
7.		CmC7	0.7588

Source: Processed primary data, see Appendix D

Table 4.15 shows the results of data processed by SmartPLS. The outer loading values of all indicators are above 0.7. There is no value below 0.7. this means

that the latent variable can explain all indicators. Therefore, all indicators can be used in this model and can be continued to the next stage.

2. Internal Consistency and Composite Reliability

Internal consistency reliability refers to the behaviour consistency in a very limited time, namely the time interval as long as the items in the questionnaire were responded by respondents (Horst, 1953). Nunnally (1978) stated that internal consistency is often associated with reliability estimation based on the average correlation in the item. This statement is a bit mistaken, due to the measurement of the reliability coefficient is based on the average of internal consistency correlation and the total amount of the items.

Alpha coefficient is the basic formula to measure reliability based on internal consistency. Therefore, to measure internal consistency reliability used Cronbach's Alpha which was created by Lee.J. Cronbach in 1951. Cronbach's Alpha provides reliability estimation based on the inter-correlation of the observed construct variables in the research. The minimum limit for Cronbach's Alpha value is 0.7 (Hair, Jr., et al., 2014). Using SmartPLS, the results of the Cronbach's Alpha test in this study are presented in Table 4.16.

Table 4.16
Cronbach's Alpha

Num.	Construct	Cronbach's Alpha
1.	Extraversion	0.9071
2.	Conscientiousness	0.8956
3.	Agreeableness	0.8966
4.	Openness	0.9009
5.	Neuroticism	0.8968
6.	Authoritative Parenting	0.9238
7.	Opportunity Competency	0.7863
8.	Relationship Competency	0.9193
9.	Conceptual Competency	0.8135
10.	Organizing Competency	0.8598
11.	Strategy Competency	0.9136
12.	Commitment Competency	0.8851
13.	Entrepreneurial Competency	0.9774
14.	Entrepreneurial Success	0.9165

Source: Processed primary data, see Appendix D

Table 4.16 shows that all constructs have produced Cronbach's Alpha coefficients greater than 0.7 indicating that all constructs can be considered as reliable. Therefore, no construct is removed from the model. However, Cronbach's Alpha method has some limitations when being used in PLS-SEM, among them are the assumption from Cronbach's Alpha that all indicators have the same outer loading on the construct consequently, all indicators are equally reliable. In fact, PLS-SEM prioritizes reliability from each indicator. Moreover, Cronbach's Alpha is very sensitive to the total number of items from a construct and tends to underestimate the internal consistency reliability. Therefore, to measure internal consistency reliability another measuring instrument is used namely composite reliability. Composite reliability ranged from 0-1, where the higher composite reliability then the higher reliability level. The minimum limit for composite reliability is equal to Cronbach's Alpha, which is 0.7, while the composite reliability value is below 0.6 which indicates that the indicator is less reliable (Hair, Jr., et al., 2014). Table 4.17 shows the composite reliability results.

Table 4.17

Composite Reliability

Num.	Construct	Composite Reliability
1.	Extraversion	0.9238
2.	Conscientiousness	0.9163
3.	Agreeableness	0.9171
4.	Openness	0.9203
5.	Neuroticism	0.9172
6.	Authoritative Parenting	0.9359
7.	Opportunity Competencys	0.8753
8.	Relationship Competencys	0.9331
9.	Conceptual Competencys	0.8773
10.	Organizing Competencys	0.8955
11.	Strategy Competencys	0.9288
12.	Commitment Competencys	0.9104
13.	Entrepreneurial Competency	0.9785
14.	Entrepreneurial Success	0.9301

Source: Processed primary data, see Appendix B

Based on Table 4.17, all indicators produced composite reliability above 0.7 which has fulfilled the criteria of composite reliability. In other words, the data used in this research has been proven reliable both with composite reliability as well as Cronbach's Alpha.

3. Convergent Validity

Convergent validity discusses about how far a measurement is positively correlated with other measurements in a single construct (Hair, Jr., et al., 2014). To measure convergent validity, researchers used the Average Variance Extracted (AVE) proposed by Fornell and Larcker in 1981. This AVE is associated with the quadratic loading outer value, thus the minimum limit for AVE is 0.5, which shows that the constructs in this research have explained more than half of the indicator's variance. If the AVE value is less than 0.5; there will be many errors than the variance that can be explained by the construct (Hair, Jr., et al., 2014). Therefore, the importance of measuring AVE in assessing the reflective measurement model is because in reflective model, the indicator must represent the construct. Table 4.18 shows the result of the AVE value.

Table 4.18
Average Variance Extracted

Nums.	Construct	Average Variance Extracted
1.	Extraversion	0.5740
2.	Conscientiousness	0.5780
3.	Agreeableness	0.5804
4.	Openness	0.5907
5.	Neuroticism	0.5809
6.	Authoritative Parenting	0.5936
7.	Opportunity Competencies	0.7006
8.	Relationship Competencies	0.6081
9.	Conceptual Competencies	0.6413
10.	Organizing Competencies	0.5882
11.	Strategy Competencies	0.5919
12.	Commitment Competencies	0.5920
13.	Entrepreneurial Competencies	0.5453
14.	Entrepreneurial Success	0.5713

Source: Processed primary data, see Appendix D

Based on Table 4.18, it can be seen that each indicator has AVE values above 0.5, therefore, the criteria of convergent validity have been fulfilled. Consequently, it can be said that each construct in this research is able to explain more than half of the indicator's variance.

4. Discriminant Validity

Another method to measure measurement model validity is the discriminant validity introduced by Campbell and Fiske in 1959. Discriminant validity refers to how far a construct is different from other constructs, in other words this discriminant validity measures the uniqueness of a construct (Hair, Jr., et al., 2014). If a research does not assess discriminant validity, therefore, the measurement scale used in the research is less accurate and the conclusions obtained are not appropriate. Discriminant validity assessments can reduce errors in measurement (Farrell and Rudd, 2009).

There are two methods to measure discriminant validity, namely assessing cross loading of each indicator and Fornell-Larcker criterion. For discriminant assessment is by using cross loading, the criteria are the outer loading value for all indicators which are greater than the cross-loading value with other indicators. While Fornell-Larcker criterion method compared the root of AVE value with correlation on the construct. The root of this AVE must be greater than the highest correlation with other constructs. This is based on a construct which divided the variance more into interrelated indicators than other constructs (Hair, Jr., et al., 2014).

In this research using the comparison method between outer loading and cross loading with other indicators as Hair, Jr., et al., (2014) said that Fornell-Larcker

criterion was not so good as discriminant validity criteria for PLS-SEM model in the form of higher-order. Appendix that outer loading value for indicator of agreeableness is above cross loading value of other indicators. This means that the indicator of agreeableness is suitable for agreeableness. The other outer loading in appendix H shows that their value is highest for their construct than the other indicator. That means in this study, the indicator of construct used is unique for construct measurement. Entrepreneurial competencies (EC) have first order, because of that their outer loading value cannot be compared with the cross loading. If their first order outer loading value is greater than cross loading value, that means the indicator can be used for this model. Appendix D shows that all outer loadings for first order construct (EC) is greater than cross loading value. Based on appendix D, the indicator of the first order construct can explain their construct. This means, all indicators are unique and can be used to measure their construct. Based on the reliability and validity test, all first order constructs can be used in this study.

4.5 Second Order Model Assessment

In this research, there are constructs categorized as second order, namely entrepreneurial competencies, because of that, entrepreneurial competencies must be estimated separately. The first order of entrepreneurial competencies are opportunity competency, organizing competency, relationship competency, strategies competency, commitment competency, and conceptual competency.

There are two methods to measure the second order model, namely the repeated indicator approach and the two-stage approach. The repeated indicator approach determines all indicator constructs in the first order underlying the second order

construct. While the two-stages approach can be done by calculating the latent construction value for all constructs in the first order, then the calculated value is assigned to the second order as construction. This research is using repeated indicator approach since it can estimate all constructions, both in the first order as well as the second order simultaneously, therefore, it is superior than the two-stage approach.

The repeated indicator approach was done by looking at the significance of constructs in the first order. Table 4.19 shows the significance results in the first order from entrepreneurial competencies constructs.

Table 4.19
Hierarchical Measurement Model Result

Second Order Constructs Name	First Order Name	Path Coefficient	T-Statistic
Entrepreneurial Competency	Opportunity Competencies	0.8715	10.084
	Relationship Competencies	0.9676	19.514
	Conceptual Competencies	0.9251	11.526
	Organizing Competencies	0.9406	14.850
	Strategy Competencies	0.9648	20.989
	Commitment Competencies	0.9488	15.249

Source: Processed primary data, see Appendix F

The first order from entrepreneurial competencies are opportunity competency, organizing competency, relationship competency, strategy competency, commitment competency, and conceptual competency. Based on the table above, it appears that the first order of entrepreneurial competencies already has a good path coefficient. In addition, from the T-statistic test obtained from the bootstrapping process, it appears that the value of t-count is greater than the value of t-table which is 1.96. Therefore, it can be said that the relationship between the first order and second order is significant, and the first order can explain the second order. Therefore, this model can be continued to be processed.

4.6 Structural Model (Inner Model) Assessment

Outer model and construct can be acknowledged as reliable and valid; therefore, the next step is to test the structural model. Structural model testing is the purpose of this research, which is to see the relationship between endogenous and exogenous variables in this research. In structural model testing, there are five steps namely, structural model assessment for collinearity problem, assessing significance and relevance of relationship within structural model, assessing R^2 level, assessing effect size (f^2), and assessing predictive relevance Q^2 (Hair, Jr., et al., 2014).

4.6.1 Multicollinearity Assumption Assessment for Structural Model

The first step which proceeds in the structural model testing is checking the collinearity of each constructs in the structural model. The purpose of checking is to make sure that each construct is not correlated with each other (Hair, Jr., et al., 2014). The presence of construct that correlated with each other will cause multicollinearity to occur. Therefore, the conclusion is not appropriate. A construct will not experience a collinearity problem if the VIF value is below 10 or has a tolerance value above 0.1. The tested constructs are authoritative parenting and personality which are the variables that are expected to predict the variables of entrepreneurial competency and entrepreneurial success. The following is the result of the multicollinearity test of each construct:

Table 4.20

Multicollinearity Test Structural Model

Num.	Construct	Tolerance	VIF
1.	Extraversion	0.113	8.856
2.	Conscientiousness	0.107	9.324
3.	Agreeableness	0.131	7.654
4.	Openness	0.112	8.967
5.	Neuroticism	0.115	8.732
6.	Authoritative Parenting	0.101	9.885

Source: Processed primary data, see Appendix E

Based on Table 4.20, it can be seen that there are six constructs that can be correlated with each other, namely extraversion, conscientiousness, agreeableness, openness, neuroticism and authoritative parenting style. All constructs in the table above have VIF value below 10 and a tolerance value above 0.1 which indicate no collinearity problem. Therefore, the test can proceed to the second step.

4.6.2 Significant Assessment and Structural Model Relationship

The second step in assessing the structural model is by looking at the significance results and relationship of each construct in the structural model. Connection between variables can be determined by looking at the mark on the path coefficient, whether positive or negative. If the path coefficient is approaching +1, then it means stronger positive relationship between the variables, whereas the path coefficient that approaching -1 indicates stronger negative relationship between the variables. Both of these conditions created a significant influence between more significant variables (Hair, Jr., et al., 2014). For this study, the neuroticism and agreeableness have a reversed value, so if the path coefficient approaching +1, the relationship is stronger negative for neuroticism and agreeableness with entrepreneurial competencies.

To detect coefficient and signification value, the researcher used a method called bootstrapping. This method is used to assess whether the formative indicators significantly contribute to their appropriate construction. A construct can be considered to be significant if the t-statistic value is greater than 1.65 with 10% significance level, 1.96 or the probability value below 0.05 (5%), and 2.57 for 1% significance level (Hair, Jr., et al., 2014). However, in general the researcher used the 1.96 as t-critical limit with 0.05 probability value (Hair et al., 2010 in Afthanorhan, 2014). The model of structural estimation result is showed in Table 4.21.

Table 4.21
Path Coefficient and Significance Test

Relation	Original Sample (O)	Sample Mean (M)	St. Deviation (STDEV)	St. Error (STERR)	T-Statistic (O/STERR)
Extraversion → E. Competencies	0.2022	0.2039	0.0736	0.0736	2.7467
Conscientiousness → E. Competencies	0.1354	0.1349	0.0695	0.0695	1.9874
Agreeableness → E. Competencies	0.2124	0.2051	0.0656	0.0656	3.2357
Openness → E. Competencies	0.1234	0.1147	0.0754	0.0754	1.96362
Neuroticism → E. Competencies	0.1766	0.1724	0.0742	0.0742	2.3799
Authoritative Parenting → E. Competencies	0.1745	0.1792	0.0847	0.0847	2.0613
E. Competencies → E. Success	0.949	0.919	0.1503	0.1503	6.3136

Source: Processed primary data, see Appendix H

From the structural estimation model showed in Table 4.21, it can be seen that all constructs produced t-statistic values above 1.96 and the path coefficient of all constructs is marked as positive. Consequently, the relationship in this study is significant and has been proven that extraversion, conscientiousness, openness and authoritative parenting style have a positive relationship with entrepreneurial competencies. Similar result for entrepreneurial competencies with entrepreneurial success, the relationship between the two constructs is significant and positive. The relationship between agreeableness and neuroticism with entrepreneurial competencies is significant but because of the reverse value before data has been processed, the relationship is negative.

4.6.3 Coefficient of Determination (R^2)

Determination coefficient is one of the measuring tools which is most commonly used in assessing structural model, which is a measurement that describes how much ability of an exogenous variable is needed to describe the endogenous variables. This

coefficient value is the quadratic correlation results between actual value and predicted value, in which this coefficient also represents the total amount of variance in the endogenous variable which has been described by all related exogenous variables (Hair, Jr., et al., 2014).

The R squared value ranges from 0 to 1, where the R squared value approaching 1 means the stronger the exogenous variable ability in explaining the endogenous variables, while the R squared value approaching 0 indicates weaker ability of the exogenous variables in explaining the endogenous variables in structural model. The criteria used in this research in marketing are the R squared value of 0.75 has shown high or acceptable values (Hair, Jr., et al., 2014; Henseler et al., 2009). In this research, entrepreneurial competencies are influenced by extraversion, conscientiousness, agreeableness, openness, neuroticism and authoritative parenting, while entrepreneurial success is influenced by entrepreneurial competencies. Table 4.22 shows the value of R squared in the structural model.

Table 4.22
Coefficient of Determination (R^2)

Constructs	R squared
Entrepreneurial Competency	0,965
Entrepreneurial Success	0,901

Source: Processed primary data, see Appendix I

Based on Table 4.22 it can be seen that R squared from the entrepreneurial competencies variable is 0.965, which means extraversion, conscientiousness, agreeableness, openness, neuroticism as personality traits and authoritative parenting ability in explaining entrepreneurial competencies is as much as 96.5%, while 3.5% is influenced by other variables that are not existed in the structural model in this research. Therefore, the value of R squared is very high and has fulfilled the criteria. Then, the value of R squared entrepreneurial success variable of 0.901 indicates that

the ability of entrepreneurial competency in explaining entrepreneurial success is 90.1%, while the remaining 9.9% is influenced by other variables not found in structural model in this research.

4.6.4 Effect Size (f^2)

After evaluating the R squared value on all endogenous constructs, the change in R squared values when exogenous constructs are removed from the model can be used to evaluate whether the removed constructs have a substantive impact on endogenous construct. This measurement is called effect size (f^2) (Hair, Jr., et al., 2014). Here is the formula of effect size (f^2):

$$f^2 = \frac{R^2_{\text{included}} - R^2_{\text{excluded}}}{1 - R^2_{\text{excluded}}}$$

Source: Hair, Jr, Hult, Ringle, and Sarstedt (2014)

R squared included and R squared excluded are the R squared value from the endogenous latent variable when the exogenous variable is included into or excluded from the model. Changes in the R squared value are counted twice, which is when the exogenous variable is included into and when removed from the model. According to Cohen (1988), the measure of effect size is 0.02; 0.15; 0.35 represents small, medium, and large effects for the model in a research.

Table 4.23

Effect Size (f^2)

Construct	Effect Size
Big Five Personality Traits	0,36
Authoritative Parenting	0,09

Table 4.23 shows the effect size result (f^2) extraversion, conscientiousness, agreeableness, openness, neuroticism and authoritative parenting towards entrepreneurial competencies. Authoritative parenting has R squared include value of

0.964 and R squared exclude 0.962, which results an effect size (f^2) on entrepreneurial competencies as much as 0.09.

These results indicate that authoritative parenting has a relatively small effect size on entrepreneurial competencies. While the Big Five Personality traits have R squared include 0.965 and R squared exclude 0.893. From the size effect measurement result, the Big Five Personalities traits have effect size 2.06 which means the effect of the five traits in Big Five Personality to entrepreneurial competencies is relatively big.

4.6.5 Predictive Relevance (Q^2)

The next stage in evaluating the structural model, researchers need to evaluate the value of Q^2 Stone-Geisser (Geisser, 1974; Stone, 1974). These measurements are used as the indicators that predict relevance within the model. By using Q^2 , PLS- SEM can accurately predict the indicator for data points in reflective measurement model (Hair, Jr., et al., 2014). The value of Q^2 is obtained by using blindfolding procedure. Blindfolding is a sample reprocess technique that removed any data points in endogenous indicator construct and estimated parameters by using the remaining data point (Chin, 1998; Henseler et al., 2009; Tenenhaus et al., 2005). The difference between the correct data points (omitted) and the predicted data, these are used to measure Q^2 . In the structural model, the value of Q^2 is greater than 0 which indicates that the model already has predictive relevance towards endogenous variable, whereas based on the rule of thumb Q^2 , the Q^2 values are 0.02; 0.15; 0.35 which are showing small, medium, and large predictive relevance towards endogenous variables in the research.

In this study, researchers used blindfolding procedure with omission distance of 7. Hair et al. (2014) suggest to all researcher to use omission distance ranging from 5 to

10. The amount of omission distance shows the amount of data of which point is omitted in blindfolding. For example, in this study using omission distance of 7, it means that every seventh data point on the indicator will be removed in blindfolding. The results of blindfolding can be seen in Table 4.25, where cross-validated redundancies for the Entrepreneurial Success variable is 0,514. Based on the rule of thumb Q^2 , that number indicates that the predictive relevance towards endogenous variables can be categorized as large (greater than 0.35).

Table 4.24
Predictive Relevance (Q^2)

Construct	SSO	SSE	Q^2
Opportunity Competency	1119	524.435	0.531
Relationship Competency	3357	1446.015	0.569
Conceptual Competency	1492	673.411	0.549
Organizing Competency	2238	1073.894	0.520
Strategy Competency	3357	1507.758	0.551
Commitment Competency	2611	1220.192	0.533
Entrepreneurial Competencies	14174	6748.860	0.524
Entrepreneurial Success	3730	1811.36	0.514

Source: Processed primary data, see Appendix J

Table 4.24 showed that the Q^2 is greater than 0.35, which means that this model has a predictive relevance for construct. Based on the SmartPLS results, the data collected in this study is good enough for this model.

4.6.6 Hypothesis Assessment

In this section, the researcher will explain the significance results and structural model to make decisions on each hypothesis in this research. The testing of these hypotheses is based on path coefficient results and its significance results in structural model. A hypothesis can be considered as significant if the t-statistics value is above 1.96. Furthermore, to understand the effect between the variables either positive or negative, by using the path coefficient value from original sample. If the value is positive it means the relationship is positive except for agreeableness

and neuroticism because before the data is processed, they already have a reversed value stage. Besides, in this research, entrepreneurial competencies act as a mediation between the Big Five Personality traits and Authoritative Parenting with Entrepreneurial Success. To calculate the mediation effect, the researcher is using a measuring tool called Variance Accounted For (VAF). VAF measures the amount of indirect effect towards total effect (direct effect + indirect effect). If the VAF value is less than 0.20; it can be concluded that there is no mediation, if the VAF value is between 0.20-0.80, it indicates that partial mediation occurred, whereas if the VAF value is above 0.80, it means full mediation occurred (Hair,Jr, et al., 2014).

Based on the performed tests, the first hypothesis which stated that extraversion has a significant influence towards Entrepreneurial Competencies. From the hypothesis testing results, it can be seen that t-statistics is 2.7467 (Table 4.21, p.129). Since the t-statistics is greater than 1.96, the first hypothesis is accepted. Meanwhile, the path coefficient shows the value of 0.2022, which path coefficient approaching 1 which means that these two constructs have a positive correlation. Therefore, extraversion has a positive and significant effect on entrepreneurial competencies.

The second hypothesis stated that conscientiousness has a significant effect towards entrepreneurial competencies. Based on t-statistic in Table 4.21, the t-statistic for conscientiousness is 1.9874 which is greater than 1.96, it means the second hypothesis is accepted. The relationship between conscientiousness and entrepreneurial competencies based on path coefficient is positive because the path value is 0.1354 and conscientiousness does not have reversed value stage before the data is processed.

The third hypothesis in this study is that agreeableness has a significant effect towards entrepreneurial competencies. In Table 4.21, the t-statistic value for agreeableness relationship with entrepreneurial competencies is 3.2357, greater than t-table which is 1.96. This shows that the third hypothesis is accepted. Before the data is processed, agreeableness data has reversed stage, this means that if the path coefficient is positive, the meaning is actually negative. The path coefficient value for agreeableness and entrepreneurial competencies is 0.2124, which means the relationship is a negative relationship.

The fourth hypothesis stated that openness has a significant effect towards entrepreneurial competencies. From hypothesis testing result, t-statistic generated value of 1.9636 whereas the t-table value is 1.96, this means that even though the t-statistic is approaching t-table value, the result is still significant, therefore, hypothesis fourth is accepted. The path coefficient for this relationship is 0.1234, which means these two constructs have a positive relationship.

The fifth hypothesis is that neuroticism has a significant effect towards entrepreneurial competencies. The hypothesis testing result can be seen in t-statistic compared with t-table. In Table 4.21, t-statistic is above t-table in which the t-statistic value is 2.3799, this means that the fifth hypothesis is accepted. Before the data is processed, neuroticism data has reversed stage, which means if the path coefficient is positive, the result is actually negative. Path coefficient in this relationship is 0.1766, it means the relationship between neuroticism and entrepreneurial competencies is negative.

The sixth hypothesis stated that authoritative parenting style has a significant effect towards entrepreneurial competency. From the hypothesis testing results, t-statistics

generated a value of 2.0613; which is greater than t-table value which is 1.96. Then, the path coefficient is 0.1745 which means the correlations between authoritative parenting style and entrepreneurial competencies are significant and positive. It can be concluded that authoritative parenting style has a positive and significant influence towards entrepreneurial competencies. Therefore, the sixth hypothesis is accepted.

The seventh hypothesis stated that entrepreneurial competencies has significant effect towards entrepreneurial success. From the hypothesis testing result, t-statistic value is equal to 6.3136, therefore, it is above 1.96. The Path coefficient generated a value of 0.949 which means the correlations are both positive. It can be concluded that entrepreneurial competencies have a positive and significant effect towards entrepreneurial success. The seventh hypothesis in this study is accepted.

The eight until thirteenth hypothesis in this study are to verify the role of entrepreneurial competencies as the mediation variable in the relationship of the Big Five Personality traits and entrepreneurial success as well as in the relationship of authoritative parenting style and entrepreneurial success. The following is the result of the VAF value calculation:

Table 4.25
VAF Value

Construct	VAF
Extraversion	0,66
Conscientiousness	0.33
Agreeableness	0.42
Openness	0.49
Neuroticism	0.42
Authoritative Parenting	0,15

The eighth hypothesis stated that entrepreneurial competencies as a mediation variable between extraversion and entrepreneurial success. From the VAF

calculation results, the VAF value for this relationship is 0.66. This value is greater than 0.20 but lower than 0.8, this means the correlation between extraversion with entrepreneurial success through entrepreneurial competencies as mediation can be categorized as a partial mediation. Based on that, the fourth hypothesis is accepted.

The ninth hypothesis stated that entrepreneurial competencies as a mediation variable in the relationship between conscientiousness with entrepreneurial success. If the VAF value for this relationship is greater than 0.8, it means entrepreneurial competencies have a role as full mediation but if the VAF is in between 0.2 and 0.8, the role of mediation in this relationship is partial mediation. If the VAF value is below 0.2, in the relationship between conscientiousness and entrepreneurial success, then it means the relationship does not have mediation variable. The VAF calculation results of this relationship is 0.33, so the mediation role in the relationship is a partial mediation, therefore, the ninth hypothesis is accepted.

Hypothesis ten in this study is entrepreneurial competencies as a mediation variable between agreeableness and entrepreneurial success. The VAF value calculation for this relationship is 0.42. This value is greater than 0.20 but lower than 0.8, therefore, the relationship between agreeableness and entrepreneurial success through entrepreneurial competencies as mediation can be categorized as a partial mediation. Based on that, the tenth hypothesis is accepted.

The eleventh hypothesis stated that entrepreneurial competencies as a mediation variable in the relationship between openness and entrepreneurial success. The VAF calculation results of this relationship is 0.49, so the mediation role in the relationship is a partial mediation as stated by Hair Jr., et al. (2014). Based on that, the eleventh hypothesis is accepted.

The twelfth hypothesis in this study is entrepreneurial competencies as a mediation variable between neuroticism and entrepreneurial success. The VAF calculation results of this relationship is 0.42, since the VAF value is in between 0.2 and 0.8, so, this relationship has a partial mediation. Therefore, hypothesis twelve is accepted.

The last hypothesis stated that entrepreneurial competencies are the mediating variable between authoritative parenting and entrepreneurial success. From the VAF calculation results, the VAF value for this relationship is 0.15. This value is lower than 0.20, if the VAF value is lower than 0.20, mediation variable does not mediate the relationship between the variables. It can be concluded that the absence of mediation in the correlation between authoritative parenting and entrepreneurial success. Therefore, the thirteenth hypothesis is rejected.

4.7 Chapter Summary

Descriptive statistics in this chapter showed that the respondents agreed with all the statements in this study. The average mean value is around 3.9 which means average number of respondents have given the approval of the statements even though standard deviation in this study is quite high which is more than 1.00. Based on the mean value and standard deviation, the average respondents agreed with the statements even though some of the respondents have diverse level of approval based on the standard deviation in this study, in which is more than 1.00.

The first step of SEM PLS measurement is to make sure that the variables do not have multicollinearity. Based on VIF and tolerance value, the first order and second order of constructs in this study does not have multicollinearity. After being sure about multicollinearity, the next step is validity and reliability. The validity and reliability also showed that all constructs are valid and reliable, therefore, the study

can continue to the structural model assessment. Based on path analysis and t- statistic, the hypothesis can be answered. The path analysis showed that extraversion, conscientiousness, openness and authoritative parenting style have a positive relationship with entrepreneurial competencies. The t-statistic for this relationship is also more than t-table, therefore, the first hypothesis, second hypothesis, fourth and sixth hypothesis can be accepted, and the relationship is positive. The third and fifth hypothesis are also accepted because the t-statistic is in the relationship between agreeableness and neuroticism with entrepreneurial competencies is more than t- table, but the relationship is negative because before the data is processed, reversed value has been done to these two variables. The seventh hypothesis is also accepted because the t-statistic showed that entrepreneurial competencies and entrepreneurial success have t-statistic above t-table and the relationship is positive. Entrepreneurial competencies have been proven as the mediation variable between the Big Five Personality traits which are extraversion, conscientiousness, agreeableness, openness and neuroticism on entrepreneurial success because the VAF value is more than 0.2 even though it is below 0.8. Therefore, hypothesis eight until twelve can be accepted. However, entrepreneurial competencies cannot be the mediation variable in the relationship between authoritative parenting style and entrepreneurial success because the VAF value is below 0.2, therefore no mediation in the relationship between authoritative parenting style and entrepreneurial success.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

The previous chapter shows that data used in this study which describes that the average number of respondents agreed with the statement even though some of them have a diverse level from the means. The relationship of extraversion, conscientiousness, openness and authoritative parenting style with entrepreneurial competencies is positive as well as the relationship between entrepreneurial competencies and entrepreneurial success. The relationships between agreeableness and neuroticism with entrepreneurial competencies are negative. The role of entrepreneurial competencies as the mediation is proven between the Big Five Personality traits and entrepreneurial success but is not proven in the relationship of authoritative parenting style and entrepreneurial success. Twelve of the thirteen hypotheses in this study have been accepted.

This chapter contains the comparison of the findings with previous studies, discussions, recommendations, limitations, future research and conclusion of this research. The comparison result in this chapter is based on the findings in previous chapter and literature review. Discussion is followed after the comparison result to discuss the findings in this study. After the discussion, this chapter is followed with the implication based on the significant of this study, recommendations and future

research focusing on what has not been done in this research and the conclusion of this research. Conclusion summarizes the results of this study.

5.2 Summary of Thesis

The main purposes of this study is to investigate the influence of entrepreneurial competencies as mediation variable in the relationship between big five personality and authoritative parenting style toward young entrepreneurs' success. Based on literature review entrepreneurial competencies influence entrepreneurial success (Man and Lau, 2000; Man, Lau and Snape, 2008; Sánchez, 2012), but the role of entrepreneurial competencies in the relationship between big five personality and authoritative parenting style toward entrepreneurial success still need to investigated. Schmitt-Rodermund (2004) found that early entrepreneurial competencies can mediate the relationship between big five personality, authoritative parenting style and entrepreneurial success, Rasmussen et al.(2011) also said that competency will be evaluated during individual growth, based on that study, entrepreneurial competencies can be mediation variable in the relationship between big five personality, authoritative parenting style and entrepreneurial success. DeFilipi and Arthur (1994) also suggest that competencies have contribution to a person career success, competencies also influenced by individual desire and environment. Therefore entrepreneurial competencies can be mediation variable in the relationship of big five personality and entrepreneurial success as well as authoritative parenting style and entrepreneurial success.

All respondent in this study is college student who have business, as a founder in their business, formally listed as a student and also entrepreneur in Universitas Ciputra. Universitas Ciputra is selected because this university have a vision to

create entrepreneur based on their founder, Ir Ciputra who is Indonesian entrepreneur. Total respondent in this study is 379 student, 47,49% are male student and 52,51% are female student. The respondent have different major program study. 55,15% of total respondent came from management, and the other came from other program study such as design, culinary, tourism, accounting and information technology. All of the respondent already started their business for minimum 1 year, 7.65% of total respondent already started their business even they are not yet in university. Therefore the respondent already suitable with the purpose of study, they are young entrepreneur, founder of business and have a formal education in university.

Based on main purpose on this study, this study have five objectives. The first objective in this study is to examine the effect of big five personality traits on entrepreneurial competencies. To answer this objective, five hypotheses already test in this study. The five hypotheses are conduct to test big five personality traits, which are extraversion, conscientiousness, agreeableness, openness and neuroticism, effect to entrepreneurial success. Based on finding, extraversion, conscientiousness and openness have positive and significant effect toward entrepreneurial competencies. Agreeableness and neuroticism also have significant effect toward entrepreneurial competencies but the relationship have negative effect. Based on this finding, first hypothesis, second hypothesis, third hypothesis, four hypothesis and five hypothesis in this study accepted. This is proven that big five personality traits can influence entrepreneurial competencies in individual.

The second objective in this study is to examine the effect of authoritative parenting style on entrepreneurial competencies. To answer this objective, a testing is conducted based on hypothesis six. The result shows that authoritative parenting

style can influence entrepreneurial competencies. This finding proven that parent can influence their childs' competencies based on their parenting style.

The third objective in this study is to examine the effect of entrepreneurial competencies on entrepreneurial success. Hypothesis seven is tested to answer this objective. The result shows that entrepreneurial competencies influence entrepreneurial success, therefore hypothesis seven accepted. This conclusion proven that competencies is important for entrepreneur' success especially entrepreneurial competencies.

The four objective is to examine that entrepreneurial competencies are mediating the relationship between big five personalities traits and entrepreneurial success. Based on personality traits, five hypothesis conducted to test this objectives. Hypothesis eight test entrepreneurial competencies role in the relationship between extraversion and entrepreneurial success. Hypothesis nine test entrepreneurial competencies as mediation variable in the relationship between conscientiousness and entrepreneurial success. The role of entrepreneurial competencies in the relation of agreeableness and entrepreneurial success tested in hypothesis ten. Hypothesis eleven and twelve test the mediation role of entrepreneurial competencies in the relationship between openness and neuroticism toward entrepreneurial success. The result shows that entrepreneurial competencies have a role as partial mediation in the relationship of big five personality traits and entrepreneurial success, therefore all five hypothesis are accepted and the four objective already answered.

The five objective is to examine that entrepreneurial competencies are mediating the relationship between the authoritative parenting style and entrepreneurial success. To answer this objective, hypothesis thirteen is conducted and tested. The result shows

that the relationship of authoritative parenting style and entrepreneurial success cannot mediated by entrepreneurial success, therefore hypothesis thirteen rejected and this objective is not proven. It can be concluded that even authoritative parenting style influence entrepreneurial competencies and entrepreneurial competencies influence entrepreneurial success, entrepreneurial competencies is not mediation variable in this relationship.

5.3 Discussion

The focus of this research is to find the relationship between the Big Five Personality traits which are extraversion, conscientiousness, agreeableness, openness, neuroticism, and Authoritative Parenting towards Entrepreneurial Success mediated by Entrepreneurial Competencies. Based on the research questions which described the hypotheses that have been built and tested using PLS-SEM software. Therefore, the discussion of this research is in the subsection below.

5.3.1 The Effect of Big Five Personality Traits on Entrepreneurial Competencies

The Big Five Personality traits are often associated with entrepreneurial activities. Barrick and Mount (1991); Schmitt-Rodermund (2004); Ciavarella et al. (2004); Obschonka et al. (2010); Obschonka et al. (2011); Brandstatter (2011); Leutner et al. (2014) conducted research about entrepreneurial personality using the Big Five Personality traits theory and entrepreneurial activities which are entrepreneurial intention to entrepreneurial success. The application of Big Five Personality as a variable is due to the Nicholson's research results, fenton-O'Creevy, Soane and William (2005) cited by Zhao and Seibert (2006) that personality is essentially a combination of five traits in the Big Five Personality. The Big Five Personality

consists of extraversion, conscientiousness, agreeableness, openness, neuroticism/emotional stability.

Extraversion discusses about one's ability to interact and communicate with the social environment. A person with a high extraversion will have a good leader's ability, because a leader must be able to communicate, confident, and socialize well (Kirby, 2003; Felfe and Schyns, 2006). Rothmann and Coetzer (2008) also said that an extravert person is energetic and optimism in their life. McCrae and Costa, Jr (2003) also stated that a leader must have a high extraversion level. An entrepreneur is a leader of their own business, therefore, the findings in this study supported the statement because in this study extraversion has a positive and significant relationship with entrepreneurial competencies which are the competencies that an entrepreneur need in their life. The t-statistic of the relationship between extraversion and entrepreneurial competencies is 2.7467 which is higher than t-table 1.96, it means extraversion has a significant influence towards entrepreneurial competencies. The path analysis showed a positive value that indicated the relationship between these two variables is a positive relationship. This is show that first hypothesis in this study is accepted. If the extraversion level is high, that person can have higher entrepreneurial competencies compare with person who have lower level of extraversion.

The mean and standard deviation of this study showed that the respondents in this study are someone who can have communication, relationship, confidence and good social ability, this ability supported them to be a good leader as stated by Felfe and Schyns (2006), McCrae and Costa Jr. (2003), and Kirby (2003). This also showed that Holland (1959) study about vocational choice is supported by this study. Hollands' theory stated that enterprising type must have good verbal skill so they can

communication with others, they can be a good leader. This study has proven that an entrepreneur must have a positive and significant extraversion. This study also is supported by Schmitt-Rodermund (2004) who found that extraversion has a positive relationship with early entrepreneurial competencies as entrepreneurial competencies in adolescent, even though this study has different results from Ciavarella et al. (2014) study. The difference of this study and Ciavarella et al. (2014) study is they used long term venture survival as the dependent variable, the problem is, extraversion measures individual factor while long term venture survival measures business and not entrepreneur as an individual. This study is using entrepreneurial competencies to build a bridge between the individual and business factors, and the findings showed that extraversion as indicated by other researchers (Leutner et al., 2014; Obschonka et al., 2010) has a positive and significant relationship with entrepreneurial competencies.

Conscientiousness is predicted from the literature review has a significant and positive relationship with entrepreneurial competencies. Brandstatter (2011) said that an entrepreneur must have conscientiousness to have the motivation to achieve their goal. Rothmann and Coetzer (2008) supported the idea because conscientiousness refers to individual self-control so they can actively make a plan, organize and finish their tasks. An entrepreneur needs high level of conscientiousness. In this study, t- statistic showed 1.9874 and path analysis showed a positive value. Therefore, the findings in this study about conscientiousness and entrepreneurial competencies are conscientiousness has a positive and significant influence on entrepreneurial competencies, this finding proven the second hypothesis.

Average mean value for conscientiousness showed that the respondents in this study have responsibility to finish what they are doing, they can measure the consequence

of their action and plan their action carefully. This is supported by Rothmann and Coetzer (2008) and McCrae and Costa Jr. (2003) findings. This finding is also fit with Obschonka et al. (2010), Ciavarella et al. (2004) and Schmitt-Rodermund (2004), even though this finding does not support Leutner et al. (2014) who stated that conscientiousness does not have a relationship with entrepreneurial activity. Obschonka and Stuetzer (2017) supported the finding about conscientiousness has a significant influence on an entrepreneur but the relationship is negative in which this study has found that the relationship is positive. The difference between this research and previous research by Obschonka and Stuetzer (2017) is the focus of the study. Obschonka and Stuetzer (2017) focused on adaptability of the Big Five Personality traits on entrepreneur characteristic, in this research the focus is in influencing the Big Five Personality traits in an entrepreneur life.

Openness is one of the traits in Big Five Personality which has a significant and positive relationship towards entrepreneurial competencies. The t-statistic 1.9636 is higher than t-table and path analysis showed a positive value. Therefore, in this study the relationship between openness and entrepreneurial competencies is significant and positive, hypothesis three in this study is proven. This finding is supported by Obschoka and Stuetzer (2017), Brandstatter (2011), Obschonka et al. (2010) and Schmitt-Rodermund (2004) who have found that openness can influence entrepreneur significantly and in positive direction even though Leutner et al. (2014) stated that openness is not related with entrepreneurial activity.

Openness is associated with someone who can see opportunity, open to a new idea, experiences and approach (McCrae and Costa Jr. (2003). Morris (1998) and Timmons (1997) stated that an entrepreneur must dare to take a risk and open to a new idea. Therefore, high level openness is needed for an entrepreneur. In this study,

the respondents agreed with the statement of openness, which means they can find opportunity in the market, understand the risk and open to a new solution. The respondents ensured the prediction in this research earlier even though the t-statistic is approaching the t-table and the standard deviation is higher, which means even though openness can influence entrepreneurial competencies significantly but some of the respondents still need to have more openness level. The respondents in this study are young entrepreneurs who are still in college, the result in this study can affect their confidence and need to explore more in the future after the respondents have gained more experiences with their entrepreneurial activities.

Based on hypothesis four and five in this study, agreeableness and neuroticism are predicted to have a significant but negative relationship with entrepreneurial competencies according to the literature review. While testing the data obtained for the variables, agreeableness and neuroticism are inverted so that if the test results showed positive, the relationship is actually negative. T-statistic showed that both agreeableness and neuroticism have a significant relationship with entrepreneurial competencies, the path statistic ensured the prediction that the relationship between agreeableness and neuroticism towards entrepreneurial competencies is a negative relationship.

Agreeableness is someone who easily trusts other people, they do not have any negative idea about other people (McCrae and Costa, Jr. (2003)). Brandstatter (2011) found that agreeableness has no effect on an entrepreneur but Michael et al. (2002) stated that competition in business is common. Therefore, an entrepreneur cannot easily trust other people. They must take risk to have faith in other people. This makes agreeableness as a difficult trait to be measured because high level of agreeableness will give a negative effect, but low level of agreeableness also has a

negative effect. In this study, average mean for agreeableness showed that the respondents understand that other people may have hidden agenda so they must be careful but they do not want to put others in the pressure. So, the respondents in this study is proven to have enough agreeableness level. Therefore, the findings showed a significant influence of agreeableness in entrepreneurial competencies and verify the four hypothesis in this study, which is mean hypothesis four is accepted.

Neuroticism is the only one trait that all previous researches have agreed with which is if the result of significance is negative significant or not significant, it means that it is not related with the entrepreneur. Neuroticism is associated with people who have unstable emotionally, easily depressed and do not have self-control (Brandstatter (2011); Hakimi, Hejazi, and Lavasani (2011); Rothmann and Coetzer (2008)). Someone with high neuroticism cannot be an entrepreneur because an entrepreneur must have the ability to control himself or herself so that they can manage other people. In this study, t-statistic showed 2.3799 which means neuroticism has a significant influence on entrepreneurial competencies but from path analysis, the relationship is negative. It can be predicted because someone with low self-control has a difficulty to learn competencies especially competencies related with socialized. Entrepreneurial competencies showed that an entrepreneur needs to socialize, to negotiate, to start a relationship with others. Therefore, people who have a high level of neuroticism will be difficult to become a successful entrepreneur because they cannot learn the ability to become an entrepreneur. It shows that hypothesis five in this study is proven. This study is supported a previous study by Schmitt-Rodermund (2004) who also found that neuroticism has a negative relationship with early entrepreneurial competencies which is entrepreneurial competencies in adolescent.

Based on the result in this study, all of the Big Five Personality traits showed a significant relationship with entrepreneurial competencies as predicted earlier. The effect size supported the t-statistic. The Big Five Personality has an effect size of 0.36, which means the Big Five Personality traits have a large effect size on entrepreneurial competencies. Five hypotheses based on first research question can be accepted based on this study. Individual competencies can grow because of their personality traits and because they have level of traits which are suitable with an entrepreneur, they can develop their entrepreneurial competencies.

5.3.2 The Effect of Authoritative Parenting Style on Entrepreneurial Competencies

One's entrepreneurial competencies can be predicted through parenting style applied by the parents; this statement was proposed by Schmitt-Rodermund (2004) and Tenibiaje (2010) who studied the relationship between parenting style and entrepreneurial success with early entrepreneurial competency and entrepreneurial intention as the mediating variables. Considering that every human being has a family as the first place to learn about life, then it is not wrong if a person's ability will be greatly influenced by the style of education from his parents, including entrepreneurial skills. In this case, parents play important role in determining the career of their children when they become adults. A person who since childhood has been trained to have leadership skills, inventive activities and commercial activities, then when they become an adult, they already have the provision to become an entrepreneur. Coupled with various entrepreneurial competencies such as opportunity, conceptual, relationship, organizing, strategic, and commitment competency that can be gained over time and from experience, there is no doubt that he can become a professional entrepreneur. Research by Boz and Ergeneli (2014)

supported the research, in his research, Boz and Ergeneli found that an individual has chosen to become an entrepreneur because of his parents, especially his father. Based on this research, family is an important factor in influencing the interest of an entrepreneur. Oren, Caduri, and Tziner (2013); Bryant, Zvonkovic, and Reynolds (2006) and Jodl, Michael, Malanchuk, Eccles, and Sameroff (2001) also supported the statement, in a child's life, parents have important role to guide their child choice of career in their life.

Based on Schmitt Rodermund (2004) and Tenibiaje (2010), Authoritative Parenting Style is a parenting style that plays an important role in entrepreneurial activities. Garcia and Gracia (2009) stated that children whom are raised by parents who used authoritative parenting style and indulgent parenting style can reach the optimum achievement in their education. This research is also supported by Sovet and Metz (2014) research where for a French student the application of Authoritative Parenting Style is able to influence his career choice effectively. Dependent variable differences (entrepreneurial activities and career choice) indicated that family factors are important in building direction for a child in which the direction includes the formation of competency within the individual. This is possible because parents respond to the needs of their children but also provide restrictions to their children. Authoritative parenting style prioritizes parental involvement in the lives of children but not through absolute control. Parents give restrictions to their children as well as support and opportunities for growth. Therefore, children who have parents who applied authoritative parenting style tend to be successful. Therefore, authoritative parenting style has a role in entrepreneurial activities.

Related to the entrepreneurial competencies, Schmitt-Rodermund (2004), Tenibiaje (2010), Altinay et al. (2012) stated that the authoritative parenting style plays a role

in developing individual competencies in entrepreneurship as a teenager. Rasmussen et al. (2011) stated that competencies will always evolve and influenced by internal and external factors. Parenting style is an early external factor that triggers the competencies development within a person. Therefore, previous research supported the influence of authoritative parenting style on entrepreneurial competencies. This research shows that authoritative parenting style has a positive influence on entrepreneurial competency, because of that, hypothesis six in this study can be accepted. The results of this study indicated that the t-statistic value from the relationship between authoritative parenting style and entrepreneurial competencies is 2.0613. That value is higher than the t-table which is 1.96. Therefore, the relationship of these two variables is quite significant.

The results of this research supported the previous research and showed that the authoritative parenting style had an effect not only on early entrepreneurial competencies when the entrepreneur was still a teenager but also entrepreneurial competencies when the entrepreneur already started his business. Therefore, the higher level of authoritative parenting style, then the higher entrepreneurial competencies within a person. On the other hand, lower level of authoritative parenting style, indicate lower entrepreneurial competencies within a person.

Respondents in this study agreed with the statement regarding authoritative parenting style, they feel that their parents are involving them in discussion related to them in their family and always guided them on what they can do or cannot do in their daily life. This can be seen from the mean value, in which an average mean is approaching 4.00 which indicates that they agreed with the statement. This result has proven that authoritative parenting is one of the most important elements that influenced entrepreneurial competencies. With the warmth and support given by the parents, but

also gives limitations to their children. Turned out to be very influential towards the entrepreneurial competencies within children.

5.3.3 The Effect of Entrepreneurial Competencies on Entrepreneurial Success

A person's success is influenced by competency within his inner self. Mitchelmore and Rowley (2010) supported the statement that competency is an important element for development and success. In fact, an entrepreneur's competency is even greater than a manager, since an entrepreneur is the core of their business success. He becomes the owner, business manager, and employee's organizer. All of these functions are operated in a certain time and the responsibilities carried are very big, which requires them to be more competent. It can be said that an entrepreneur is the human capital in his business, which focuses on knowledge and capacity. This knowledge and capacity can be learned, practiced and improved. Both of these things are needed by an entrepreneur to build and to improve business to achieve their goals.

Markman and Baron (2003); Rauch and Frese (2000); Sanchez (2012); Rezaei-Zadeh et al. (2014) stated that entrepreneurial competencies have a positive effect on venture success, therefore, it can be said that entrepreneurial competencies affected entrepreneurial success. In this research, competency is measured by using several indicators, namely opportunity, conceptual, relationship, organizing, strategic, and commitment competency.

Based on the second order testing results, these six indicators of entrepreneurial competencies have a significant influence on entrepreneurial competencies, therefore the opportunity, conceptual, relationship, organizing, strategic, and commitment competencies can reflect the entrepreneurial competencies variable well. Further

tests were conducted to see the relation between entrepreneurial competencies and entrepreneurial success. The test results showed that the relation between entrepreneurial competencies with entrepreneurial success is significant and positive. The statistic T value obtained is 6.3136 while the coefficient path is 0.949 indicated a strong relationship between entrepreneurial competencies and entrepreneurial success. Therefore, the greater entrepreneurial competencies of a person's, which have been measured by opportunity, conceptual, relationship, organizing, strategic, and commitment competencies, the higher entrepreneurial success. These results have proven that entrepreneurial competencies are important elements that affected entrepreneurial success and shows that hypothesis seven in this study can be accepted. The results of this study are supported by Ahmad et al (2015); Sanchez (2012).

5.3.4 Entrepreneurial Competencies as Mediation Variable Between the Relationship of the Big Five Personality Traits and Entrepreneurial Success

The test results showed that entrepreneurial competencies are the mediation variable related to Big Five Personality traits and entrepreneurial success. The VAF value of the Big Five Personality traits on entrepreneurial success with entrepreneurial competencies as the mediation is more than 0.20 and 0.80 which means that the mediation is 0.45 meaning that the relationship with the variables is a partial mediation. Based on this result, hypothesis eight, nine, ten, eleven and twelve in this study can be accepted. Baum (1995) supported this study because he/she suggested that knowledge, skill and ability can be a mediation between personality traits and venture growth.

Entrepreneurial competencies as a mediation variable in the relationship between extraversion and entrepreneurial success has a VAF value of 0.66, meaning entrepreneurial competencies have been proven as a mediation variable even though the mediation is only partial. Schmitt-Rodermund (2004) research with early entrepreneurial competency as a mediating variable strengthened the results of this study where competency is a medium for personality and success of an individual. Tenibiaje (2010) also acquired research results that supported this research. It can be explained because to have opportunity competency for example, an entrepreneur must be active as a person and easy to be in a group so they can learn to get a new idea. Therefore, a positive level of extraversion can help an entrepreneur to develop their competencies especially to get a new opportunity and to make a relationship. This result shows that eight hypothesis in this study is accepted.

In the relationship between conscientiousness and entrepreneurial success, entrepreneurial competencies have also proven as a mediation variable. The VAF value is 0.33 which means the role of entrepreneurial competencies in this relationship is a partial mediation, therefore hypothesis nine in this study is accepted. High conscientiousness level showed that people have a responsibility, they can work hard, have self-motivation and can finish what they have already done. These traits required an entrepreneur especially for in developing their commitment competencies as a part of entrepreneurial competencies. They can be successful with their business with commitment and the commitment cannot be developed without their self-consciousness, therefore, they will need a high level of conscientiousness. This is supported by Schmitt-Rodermund (2004) who found that conscientiousness can help an entrepreneur to be successful through early entrepreneurial competencies which are competencies in their adolescent stage.

Entrepreneurial competencies have also proven has a partial mediation role in the relationship between agreeableness and entrepreneurial competencies. The VAF value of this relationship is 0.42. The relationship is low level of agreeableness can help an entrepreneur to develop entrepreneurial competencies and the entrepreneurial competencies will help them to be successful. High level of agreeableness makes entrepreneurial competencies to not develop and to inhibit them to become successful as an entrepreneur in their life. Based on this finding, hypothesis ten is accepted.

Previous researchers like Obschonka and Stuetzer (2017), Ciavarella et al. (2004) and Schmitt-Rodermund (2004) found that low level of agreeableness actually showed by an entrepreneur, therefore, this study supported that agreeableness can influence entrepreneurial success especially if the level of agreeableness is low. Further explanation can be seen in this study, the respondents in this study stated that they do not agree with one of the statements in agreeableness which is easily to trust others, because one of the statements in entrepreneurial competencies which they agreed with is they used tactic to achieve their success which mean if they easily trust other people they can build a good tactic to pursue their goal.

The other two traits in the Big Five Personality also have been proven to be mediated by entrepreneurial competencies in the relationship with entrepreneurial success. The VAF value for openness and entrepreneurial success mediated by entrepreneurial competencies is 0.49, similar with other traits, the mediation is a partial mediation and proven the eleven hypothesis in this study. Based on finding, hypothesis eleven can be accepted. McCrae and Costa Jr. (2003) stated that openness is needed by people who want to find new ideas and experiences. An entrepreneur is someone who can find new opportunities and make the opportunities to become a real success

(Kirzner (1973); Ciputra (2000)) , therefore, a high level of openness will help them to develop entrepreneurial competencies especially conceptual competencies, opportunities competencies and strategic competencies and to achieve their success in their entrepreneurial activities.

The last trait in this study is neuroticism. Similar with agreeableness, neuroticism and entrepreneurial success are indeed mediated by entrepreneurial competencies because the VAF value showed 0.42, but the relationship is not positive. Low level of neuroticism can help an entrepreneur to develop their competencies and to support them in achieving success, but a high level of conscientiousness will only make them not suitable to become an entrepreneur. This finding support hypothesis twelve, therefore the twelfth is accepted. Schmitt-Rodermund (2004) and Brandstatter (2011) also supported this finding, because someone with unstable emotion cannot control himself/herself and they absolutely cannot control others. As an entrepreneur, one of the competencies that they must have is relationship competency, in which they must understand how to manage their relationship with other people. Without a stable emotion they will only have negative relationship with other people (McCrae and Costa Jr., 2003). This study has proven that entrepreneurial competencies can be a mediated variable in the relationship of neuroticism and entrepreneurial competencies because low neuroticism will help an entrepreneur to develop the competencies that they need to achieve success as an entrepreneur.

5.3.5 Entrepreneurial Competencies as Mediation Variable Between the Relationship of Authoritative Parenting Style and Entrepreneurial Success

Authoritative parenting variable is proven to have a significant and positive relationship with entrepreneurial competencies based on the T statistical value and its coefficient path. Previous research has also showed that authoritative parenting has a role in predicting individual competencies (Schmitt Rodermund, 2004; Tenibiaje, 2010). Based on this research results and previous research, authoritative parenting and entrepreneurial competencies have a positive and significant relationship. Authoritative parenting and entrepreneurial success have not found any direct correlation without going through entrepreneurial activities. Man and Lau (2000); Man et al. (2008); Sanchez (2012); and Rezaei-Zadeh et al. (2014) found that entrepreneurial competencies are able to predict performance, whereas for an entrepreneur, the company performance is his success (entrepreneurial success). The results of this research also presented that entrepreneurial competencies and entrepreneurial success have a positive and significant relationship. The T statistic value of 6.3136 and a path coefficient of 0.949 indicates a positive and significant relationship.

The hypothesis thirteen which has been developed by looking at the entrepreneurial competencies' indication is able to be a mediation variable between authoritative parenting as well as early entrepreneurial competencies can become a tested mediation variable in this research. Using Smart-PLS 2.0 software, the correlation of authoritative parenting and entrepreneurial success mediated by entrepreneurial competencies is tested. The test results showed that the VAF value of the relationship is 0.15. VAF value below 0.20 indicates that there is no mediation in the relationship

(Hair, Jr, Hult, Ringle, and Sarstedt, 2014), therefore, entrepreneurial competencies cannot mediate authoritative parenting and entrepreneurial relationship, and hypothesis thirteen rejected. Even though it is proven that authoritative parenting style influenced entrepreneurial competencies and entrepreneurial competencies influenced entrepreneurial success, but entrepreneurial competencies cannot mediate the relationship of authoritative parenting style and entrepreneurial success. The results of this research indicated that competencies are not becoming the mediation variable, it is different to the research by Tenibiaje (2010) and Schmitt-Rodermund (2004) which showed that early entrepreneurial competencies became the mediation variable for authoritative parenting style and entrepreneurial success.

5.4 Research Implication

These research results give contribution to entrepreneurship, especially entrepreneurial success and the variables that are influencing it. In this research, entrepreneurial competencies variable becomes the mediation variable which is related to the Big Five Personality traits and authoritative parenting style. However, research conducted on competencies as the mediation variable has not been done frequently. Previous research findings which are using early entrepreneurial competencies namely the competencies which are owned by a child before he becomes an entrepreneur as the mediation variable. Therefore, the use of entrepreneurial competencies in this relation is one of novelty. Authoritative parenting is also a variable that has not been associated with entrepreneurial success.

5.4.1 Theoretical Implication

Many researches which have investigated about entrepreneurship and have tried to find out the factors to determine success in entrepreneurship. Different opinions from

previous researchers have made the topic concerning entrepreneurship is still an interesting material to be studied. Therefore, this research aims to find the relationship between the Big Five Personality traits and authoritative parenting style with entrepreneurial competencies as well as entrepreneurial competencies with entrepreneurial success.

This research is used to answer the pros and cons in the research about entrepreneurship, specifically about the Big Five Personality traits, parenting style factor, entrepreneurial competencies and entrepreneurial success. Based on this research, extraversion, conscientiousness and openness have been proven to have influence on entrepreneurial competencies as predicted. Agreeableness and neuroticism also influenced entrepreneurial competencies but in a negative relationship. As for the role of entrepreneurial competencies in the relationship of the Big Five Personality traits (extraversion, conscientiousness, agreeableness, openness and neuroticism) with entrepreneurial success is proven as partial mediation. This finding is adding to the explanation of the study of the Big Five Personality and entrepreneurship, especially related to entrepreneurial competencies. Furthermore, this study is also expected to increase knowledge in academic field, therefore it can be used as a consideration to develop theories about entrepreneurship.

Furthermore, the results of this research are also different from Garcia and Gracia (2009) research who found that a person with indulgent parenting style would achieve better achievement than someone who received authoritative parenting style. Although it shows different results, it can be concluded that the parent's warmth and support is very important for a child's competency to gain success. The results of this research also supported the research conducted by Ahmat et al. (2015) who stated that success in a business can be predicted through entrepreneurial competencies.

Entrepreneurs who have high competency will be more successful than entrepreneurs with low competency. Therefore, in accordance with the existing theory that high competency will make an entrepreneur achieve success, therefore this research supported the existing theory. The novelty in this research is the proof of entrepreneurial competencies as mediation variable from the relationship of personality entrepreneurial and entrepreneurial success.

5.4.2 Practical Implication

This research gives result that authoritative parenting has positive and significant influence towards entrepreneurial competencies. These results provide practical knowledge for parents to give attention and support to their children, therefore, the child will have competencies to become an entrepreneur. The role of parents in educating children is very big to encourage children to become an entrepreneur. This is because family is a place where children learn the first thing about life. Therefore, entrepreneurial competencies within a person will depend on the way of their parents educate them. By giving warmth, support, but also guiding their child, a child will have higher entrepreneurial competencies than those who does not receive it from their parents. This study showed that parents must approach their child with love to guide them to achieve their potential competencies.

In addition to authoritative parenting, the Big Five Personality traits also have a relation with entrepreneurial competencies. Based on the hypothesis testing, all traits in the Big Five Personalities traits are proven to have significant effect on entrepreneurial competencies. Extraversion, conscientiousness and openness have a positive relationship, agreeableness and neuroticism have a negative relationship with entrepreneurial competencies. These results indicated that a person with high

extraversion, high conscientiousness and high openness but low agreeableness and low neuroticism actually has a good tendency to be successful.

This study showed that an entrepreneur must be able to interact and to communicate with the social environment, capable of being a good leader, has good management time, not selfish and does not easily trust other people, adapted to development of era, and able to control their emotions well. Therefore, the results of this test can provide a practical knowledge for an entrepreneur to improve which personality traits they needed if a person wants to have high entrepreneurial competencies.

Another finding in this study is entrepreneurial competencies has a positive and significant effect on entrepreneurial success. These results indicate that an entrepreneur who has high competencies will succeed as well. Competition in the business world enforces an entrepreneur to have more competencies than their competitors. These competencies are referring to opportunity, conceptual, relationship, organizing, strategic, and commitment competency. Consequently, an entrepreneur must have extensive knowledge on global developments, be able to manage assets and employees well, have good strategic skills in building structures within their business, and becomes a leader who can manage their resources optimally to achieve their goals. Therefore, this research will provide practical benefits for an entrepreneur to improve their competencies to succeed.

5.5 Recommendation

The results of this research show that the Big Five Personality traits and authoritative parenting style have significant influence towards entrepreneurial competencies, entrepreneurial competencies have also been proven to have influence towards entrepreneurial success. All traits of the Big Five Personality

also showed to have influence towards entrepreneurial success through entrepreneurial competencies even though the authoritative parenting style has not been proven to have influence towards entrepreneurial success through entrepreneurial competencies, therefore in the application both in theory and in the following practices need to be considered.

5.5.1 Recommendation for Academic Purposes

Related to academic interests, an entrepreneurial researcher can strengthen personality trait that plays a role in forming successful entrepreneur and education institution must be aware of student personality traits so they can guide students to choose a suitable career for themselves. Parenting style can be one of the variables which forms competencies, therefore authoritative parenting style should be studied further related to entrepreneurship. Other parenting styles can also be compared in the relationship with entrepreneurship especially with entrepreneurial competencies and entrepreneurial success. Indulgent and authoritarian parenting style can be one of the parenting styles which needed to be explored more in the relationship with entrepreneurial competencies because the different cultures may influence parenting style and produce different results as in the previous studies related to academic achievement has already found. Entrepreneurial competencies have been proven to have a significant influence in predicting entrepreneur's success, therefore the role of entrepreneurial competencies is important in supporting entrepreneur's business success, therefore in a research, especially done in countries where its entrepreneurship has begun to develop, the entrepreneurial competencies is essential to be studied.

5.5.2 Recommendation for Educational Institution

For educational institutions, this research shows the importance of entrepreneurial competencies in supporting entrepreneur's success. Therefore, the education which strengthen competencies is important to be reinforced. This study also shows the personality role and authoritative parenting style in influencing entrepreneurial competencies, therefore educational institutions need to strengthen their own curriculum by considering mentoring in accordance with authoritative parenting style. Lecturer acts as a parent in an educational institution, therefore, parenting style of a lecturer will help to form an entrepreneur. For example, lecturer should not just consider the student as receiver of information but also should help them to build their understanding related to entrepreneurship and lead them to become independent entrepreneur based their experience not only theoretical.

5.5.3 Recommendation for Decision Maker: Government and Entrepreneur

The results show the role of competencies in supporting entrepreneur's success. SMEs in Indonesia have difficulties to develop, one of them is due to its human resources. For example, the skill of human resources in Indonesia is sometimes finishing their job only based on order, they do not have the capabilities to improve their performance. Based on this research, the government is required to increase the competencies of SMEs owners, therefore the SMEs can be developed further. Competencies have an important role in entrepreneurial success. Therefore, the lack of competencies will make an entrepreneur to not be able to develop their business in line with the expectations. The government can give

training, workshop or mentoring to SMEs owners so they can develop the required competencies that they need to develop their business. Adult entrepreneurs can help others who are still struggling with their business as a mentor or consultant so young entrepreneurs can follow their footsteps. Young entrepreneurs also need to understand what competencies they need to become successful entrepreneur and how they can get the competencies. It can help them to become more successful in the future.

5.6 Limitation and Future Research

This study is inseparable from its limitations, the following are the limitations in this study

1. This study focuses on three relationships, namely between authoritative parenting with entrepreneurial competencies, the Big Five Personality traits with entrepreneurial competencies, and entrepreneurial competencies with entrepreneurial success, therefore other variables beyond the four variables have not been tested. Related to entrepreneurial success there are other variables which are also influential and can be tested, however this study only focuses on these three variables.
2. Using only one object of research, namely Ciputra University students who run a business. The next researcher can try Schmitt-Rodermund (2004) research model which is using 2 groups and 2 research models where the dependent variable used is adjusted with their group, which are 10th grade students and adult entrepreneur, as the research object. The purpose of the Schmitt-Rodermund (2004) research is to predict whether authoritative

parenting style and personality are influencing entrepreneur career prospects, while the second model is to predict early entrepreneurial career plans and entrepreneurial success. With these two models, therefore the impacts are more obvious of personality traits and authoritative parenting style towards entrepreneurial competencies and entrepreneurial success, consequently the results obtained are more optimal than using only one object of research.

3. The sample used is limited to only one university, namely Ciputra University, due to the criteria which expected only students whose business is registered formally in their university and already run their business for at least 2 years, therefore, it is still limited to represent the student's condition whose business has not been registered or less than 2 years of running a business.

Based on this research results and the limitations of the research, further research can add other variables as factors that are influencing entrepreneurial success such as entrepreneurial intention, motivation, networking and government participation. The relationship between authoritative parenting style and entrepreneurial success can be investigated further since there is no research that directly relates these two variables. The previous research about entrepreneurship only focused on the relationship of authoritative parenting style and entrepreneurial variable (e.g. early entrepreneurial competency, entrepreneurial success), further research can use another parenting styles to understand the different effect of parenting style in entrepreneur's life. Further research can also use a sample of micro business that is not formally registered in educational institutions and compare the results with those formally registered business in educational institutions.

5.7 Conclusion

Previous researches concerning entrepreneurial success with the focus on individual as well as using firm performance as measurement have been widely practiced. Variables tested with the indications which have influenced entrepreneurial success are also varied. Personality trait is one of the most tested variables towards entrepreneurial success either directly or indirectly, however the result of previous researches related to personality traits especially using the Big Five Personality theory has not been consistent. The results of this study show that three of the Big Five Personality traits namely extraversion, conscientiousness and openness have a significant and positive influence on entrepreneurial success mediated by entrepreneurial competencies, the two others, which are agreeableness and neuroticism have a significant but negative relationship with entrepreneurial success through entrepreneurial competencies. Mediation which occurred is a partial mediation, which means the Big Five Personality traits has a direct influence on entrepreneurial success. Extraversion, conscientiousness and openness as the Big Five Personality traits also have been proven to have a significant and positive influence towards entrepreneurial competencies, even though agreeableness and neuroticism influenced entrepreneurial competencies negatively. In previous researches the relationship between the Big Five Personality traits and competencies were with early entrepreneurial competencies. The personality traits relationship with entrepreneurial competencies in this research shows that personality traits not only influenced them during adolescence but also when an entrepreneur has become a business owner and having entrepreneurial competencies namely opportunity, conceptual, relationship, organizing, strategic, and commitment competency.

Authoritative parenting has not been frequently associated to entrepreneurial activities. Previous researches which have chosen authoritative parenting style as a variable which influenced individual success is associated more with academic achievement rather than entrepreneurial activities. In this research, authoritative parenting style has proven to have positive and significant effect towards entrepreneurial competencies. The parents' role in forming competencies needed for an individual to become an entrepreneur has been proven in this study.

The relation of authoritative parenting style with entrepreneurial success has been allegedly mediated by entrepreneurial competencies cannot be proven. The results of this research indicate that although the authoritative parenting style and entrepreneurial competency are related, however, when entrepreneurial competencies mediate the relationship between authoritative parenting style and entrepreneurial success it has been found that there is no mediation relationship between these three variables.

This study also has tested the relationship between entrepreneurial competencies and entrepreneurial success. The test results showed that entrepreneurial competencies have a significant and positive effect on entrepreneurial success. This research supports previous research findings related to the relationship between entrepreneurial competencies and entrepreneurial success.

5.8 Publication

1. Published in Journal of Applied Management 15(4). 2017. Framework Entrepreneurial Success For Young Entrepreneur. doi: 10.21776/ub.jam2017.015.04.01

2. Published in Accounting and Management Journal 2(1). 2018. Faktor Yang Berpengaruh Terhadap Kompetensi Entrepreneur. doi: 10.33086/amj.v2i1.62



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APPENDIX A. QUESTIONNAIRE ITEMS INDONESIA-ENGLISH

Terimakasih telah bersedia menjadi responden. Tujuan dari kuesioner ini adalah untuk memahami factor apa yang mendukung anda menjadi seorang entrepreneur sukses walau anda masih di bangku kuliah. Kuesioner ini di bagi dalam 4 bagian. Tidak ada jawaban benar dan salah dalam kuesioner ini, jadi jangan berlama-lama dalam memilih jawaban. Jawablah sesuai dengan diri anda sendiri.

Bagian 1. Biodata

Nama Responden:

Jenis Kelamin: L/P (lingkari jawaban anda)

Program studi:

Berapa lama dalam bisnis:

Berapa lama usia bisnis anda saat ini:

Thank you for your willingness to be a respondent. The purpose of this questionnaire is to understand what factors support you to become a successful entrepreneur even if you are still in college. The questionnaire will be divided into 4 sections. There is no right and wrong answer in this questionnaire, so do not linger in choosing an answer, Answer according to your opinion.

Part 1. Personal Information

Respondent Name:

Sex: M/F (circle your answer)

Major:

How long have you been in business:

How many years has your business runs:

Bagian 2. Centanglah dari skala 1-5 yang menggambarkan diri anda (1= sangat tidak setuju, 5= sangat setuju)

Part 2. Put a check mark on the 1-5 scale that describes you (1 = strongly disagree, 5 = strongly agree)

Pernyataan	Statement
1. Saya mudah beradaptasi dengan orang lain	I am easily adapt to others
2. Saya suka menyendiri	I am a loner
3. Saya adalah orang yang aktif	I am an active person
4. Saya dapat meminta orang lain untuk melakukan sesuatu	I can ask others to do what I want
5. Saya menyukai ketenangan	I like tranquility
6. Saya orang yang tegas dan bertanggungjawab	I am a firm and responsible person
7. Saya tidak suka menyatakan pendapat.	I do not like expressing opinions.
8. Saya suka berada dalam group	I like to be in a group
9. Saya tidak suka mencampuri urusan orang lain	I do not like to interfere with other people affairs
10. Saya sering merasa sedih	I often get sad
11. Saya tidak mudah terganggu oleh kondisi sekitar saya	I am not easily disturbed by the condition around me
12. Saya mudah merasa tertekan	I am easily feeling depressed
13. Saya mudah emosi	I am an emotional person
14. Saya tenang meskipun dalam situasi tertekan	I am calm even in a depressing situation
15. Saya takut melakukan kesalahan	I have fear to make mistakes
16. Saya orang yang santai	I am an easy going person

Pernyataan	Statement
17. <i>Saya seringkali menyesali hal-hal yang saya lakukan</i>	I often regret things that I have done
18. <i>Saya tidak memiliki imajinasi</i>	I do not have imagination
19. <i>Saya suka membaca buku yang menantang</i>	I like to read challenging books
20. <i>Saya tertarik melakukan berbagai hal</i>	I am interested to do many things
21. <i>Saya mencoba memahami diri saya sendiri</i>	I am trying to understand my self
22. <i>Saya tidak tertarik dengan ide yang tidak jelas</i>	I have no interest in unclear ideas
23. <i>Saya percaya pentingnya seni</i>	I believe in the importance of art
24. <i>Saya hanya menjalankan kegiatan yang saya tahu saja</i>	I only do things that I know
25. <i>Saya cenderung memilih kandidat politik yang berpikir konservatif</i>	I often choose a conservative-minded political candidates
26. <i>Saya merasa setiap orang memiliki motif tersembunyi</i>	I feel that everybody have their own hidden agenda
27. <i>Saya mudah percaya kepada orang lain</i>	I trust people easily
28. <i>Saya sering berbeda pendapat dengan orang lain</i>	I often disagree with others
29. <i>Saya percaya kerjasama lebih berguna daripada kompetisi</i>	I believe cooperation is more useful than competition
30. <i>Saya mudah puas</i>	I am easily satisfied
31. <i>Saya merasa saya lebih baik dari orang lain</i>	I feel I am better than others
32. <i>Saya peduli dengan orang sekitar saya</i>	I care about people around me
33. <i>Saya sering menempatkan orang lain di bawah tekanan</i>	I often put other people under pressure
34. <i>Saya selalu menyelesaikan tugas apapun dengan sukses</i>	I always finish any task given to me successfully
35. <i>Saya sering membuat rencana di detik-detik terakhir</i>	I often make a plan in the last seconds
36. <i>Saya selalu menjadi juara</i>	I always become a champion
37. <i>Saya seringkali lupa meletakkan segala sesuatu kembali di tempatnya</i>	I often forget to put everything back where they belong
38. <i>Saya suka menunda mengambil keputusan</i>	I often postpone in making decision
39. <i>Saya pekerja keras</i>	I am a hard worker
40. <i>Saya membayar hutangnya tepat waktu</i>	I pay my debt on time
41. <i>Saya tidak melihat adanya konsekuensi dalam setiap tindakan yang saya lakukan</i>	I do not see any consequence in every thing I do

Bagian 3. Centanglah dari skala 1-5 yang menggambarkan hubungan anda dan orang tua (1= sangat tidak setuju, 5= sangat setuju)

Part 3. Put a check mark on the 1-5 scale that reflects your relationship with your parents (1=strongly disagree, 5= Strongly agree)

Pernyataan	Statement
1. Dalam keluarga saya, ketika terdapat kebijakan baru, orang tua saya mendiskusikan dengan saya alasan kebijakan tersebut dibuat	In my family, when there is a new policy, my parent always discuss with me why the policy is made
2. Orang tua saya selalu memberikan penjelasan kapanpun saya merasa aturan dan batasan yang diterapkan tidak masuk akal	My parent always give an explanation, whenever I feel the rules and restriction does not make sense
3. Orang tua saya selalu mengarahkan kegiatan dan keputusan yang dibuat oleh saya melalui pertimbangan dan disiplin yang jelas	My parent always direct my action and decisions made by me through a clear consideration and discipline
4. Saya paham bahwa orang tua saya memiliki harapan tetapi saya dapat mendiskusikan harapan tersebut dengan mereka ketika merasa harapan tersebut membebani saya	I understand that my parent have expectations, but I can discuss that expectation with them when I feel it burdening me
5. Orang tua saya secara konsisten memberi arahan dan bimbingan	My Parent consistently provide direction and guidance
6. Orang tua saya mempertimbangkan pendapat saya ketika mengambil keputusan namun tidak mengambil keputusan karena saya menginginkannya	My parent consider my opinion when making a decision, but do not make the decision because I want it
7. Orang tua saya memiliki standard yang jelas mengenai perilaku saya tapi terkadang menyesuaikan standard tersebut sesuai kebutuhan saya	My parent have a clear standard about my behavior, but sometimes adjust the standard to my needs
8. Orang tua saya mengarahkan segala perilaku dan aktivitas saya tapi juga mendengarkan pendapat saya dan bersedia mendiskusikannya dengan saya	My parent direct my behavior and activities, but also listen to my opinion and willing to discuss them with me
9. Orangtua saya memberikan arah yang jelas mengenai perilaku dan aktivitas saya tapi juga memahami bila saya tidak sependapat dengan mereka	My Parent give clear direction about my behavior and activities but understand when I disagree with them

Pernyataan	Statement
10. Orang tua saya terkadang membuat keputusan yang menyakiti saya namun mereka bersedia mendiskusikannya dan mengakui bila mereka membuat kesalahan	My parent sometimes make a decision that hurt me, but they are willing to discuss it and admit when they make mistakes

Bagian 4. Centanglah dari skala 1-5 yang menggambarkan kaitan anda dan bisnis anda (1= sangat tidak setuju, 5= sangat setuju)

Part 4. Put a check mark on the 1-5 scale that reflects your connection with your business (1=strongly disagree, 5= Strongly agree)

Pernyataan	Statement
1. Saya mampu mengidentifikasi barang/jasa yang pasar inginkan	I am able to identified product or service the market wanted
2. Saya mampu melihat perubahan situasi, trend dan persaingan	I am able to see the changing in situation, trends and competition
3. Saya aktif dalam mencari peluang dengan mengumpulkan informasi tentang pelanggan potensial dan situasi pasar	I am active in finding opportunities by gathering information about potential customer and market situations
4. Saya mampu menjalin relasi dengan pelanggan, rekan dan karyawan	I am able to establish a relationship with the customer, partners and employee
5. Saya dapat memanfaatkan hubungan dan relasi saya untuk memperkuat bisnis saya	I can use my affiliation and network to strengthen my business
6. Saya mampu membangun dan menjaga kepercayaan orang sekitar saya terhadap saya	I am able to build and maintain the trust of the people around toward me
7. Saya mampu memanfaatkan kepercayaan klien untuk memasarkan produk maupun mengontrol karyawan saya	I am able to leverage clients trust to market the product and also control my employee
8. Saya memanfaatkan media untuk membangun image positif	I use the media to build a positive image
9. Saya berkomunikasi dengan efektif dan efisien	I can communicate effectively and efficiently
10. Saya pandai bernegosiasi	I am good at negotiating
11. Saya mampu menyelesaikan konflik yang terjadi dalam bisnis	I am able to resolve the conflict that occurs in business
12. Saya mampu mencapai kata sepakat dengan rekan saya dalam membuat keputusan	I am able to reach an agreement with my business partner in making a decision
13. Saya mampu menganalisis, dan membuat keputusan dengan cepat	I am able to analyze and create decision rapidly
14. Saya memandang lingkungan sekitar saya dari berbagai sisi	I look at my surroundings from multiple perspectives

Pernyataan	Statement
15. <i>Saya berinovasi dengan metode, jasa/produk, image, teknologi maupun proses distribusi</i>	I innovate with methods, service or product, image technology, and distribution process
16. <i>Saya mampu mengukur risiko dari setiap aktivitas bisnis</i>	I am able to measure the risk of every business activity
17. <i>Saya mampu merencanakan kegiatan bisnis dan alokasi sumberdaya dalam bisnis saya</i>	I am able to plan business activity and resource allocation in my business
18. <i>Saya mampu mengorganisasi alokasi sumberdaya dalam bisnis</i>	I am able to re-organize resource allocation in business
19. <i>Saya mendelegasi kerjaan dengan efektif</i>	I delegate work effectively
20. <i>Saya mampu memotivasi rekan kerja/karyawan mencapai tujuan</i>	I am able to motivate co-worker or employee to achieve goals
21. <i>Saya dapat membagi tugas dalam bisnis secara efektif</i>	I can distribute tasks in business effectively
22. <i>Saya mengorganisir kegiatan rekan kerja/karyawan saya.</i>	I organize the activity of my co-worker or employees
23. <i>Saya memiliki visi yang mengarahkan bisnis saya dalam jangka panjang</i>	I have a vision that directs my business in the long run
24. <i>Saya mampu menyusun dan mengevaluasi tujuan yang diterapkan</i>	I am able to develop and evaluate objectives
25. <i>Saya mampu memanfaatkan sumber daya yang ada</i>	I am able to utilize existing resources
26. <i>Saya dapat menyesuaikan strategi dengan kondisi di pasar</i>	I can adjust the strategy based on the condition of the market
27. <i>Saya mampu mengevaluasi posisi bisnis saya di pasar</i>	I am able to evaluate my business position in the market
28. <i>Saya mampu mengejar tujuan secara sistematis</i>	I am able to pursue my goals systematically
29. <i>Saya menggunakan taktik dalam menarik pelanggan dan menghadapi pesaing</i>	I use tactics in attracting customer and facing the competitor
30. <i>Saya mampu mengestimasi pengeluaran dalam bisnis</i>	I am able to estimate the expense of my business
31. <i>Saya mampu memonitor performa bisnis saya</i>	I am able to monitor the performance of my business
32. <i>Saya mampu menjaga keberlangsungan bisnis saya</i>	I am able to maintain the sustainability of my business
33. <i>Saya mengarahkan aktivitas bisnis saya untuk mengejar tujuan jangka panjang</i>	I am directing my business activity to pursue long-term objectives
34. <i>Saya mencurahkan waktu luang saya dalam mengerjakan aktivitas bisnis</i>	I devote my spare time to run business activity
35. <i>Saya memiliki rasa tanggung jawab terhadap rekan kerja saya</i>	I have a sense of responsibility toward my co-worker

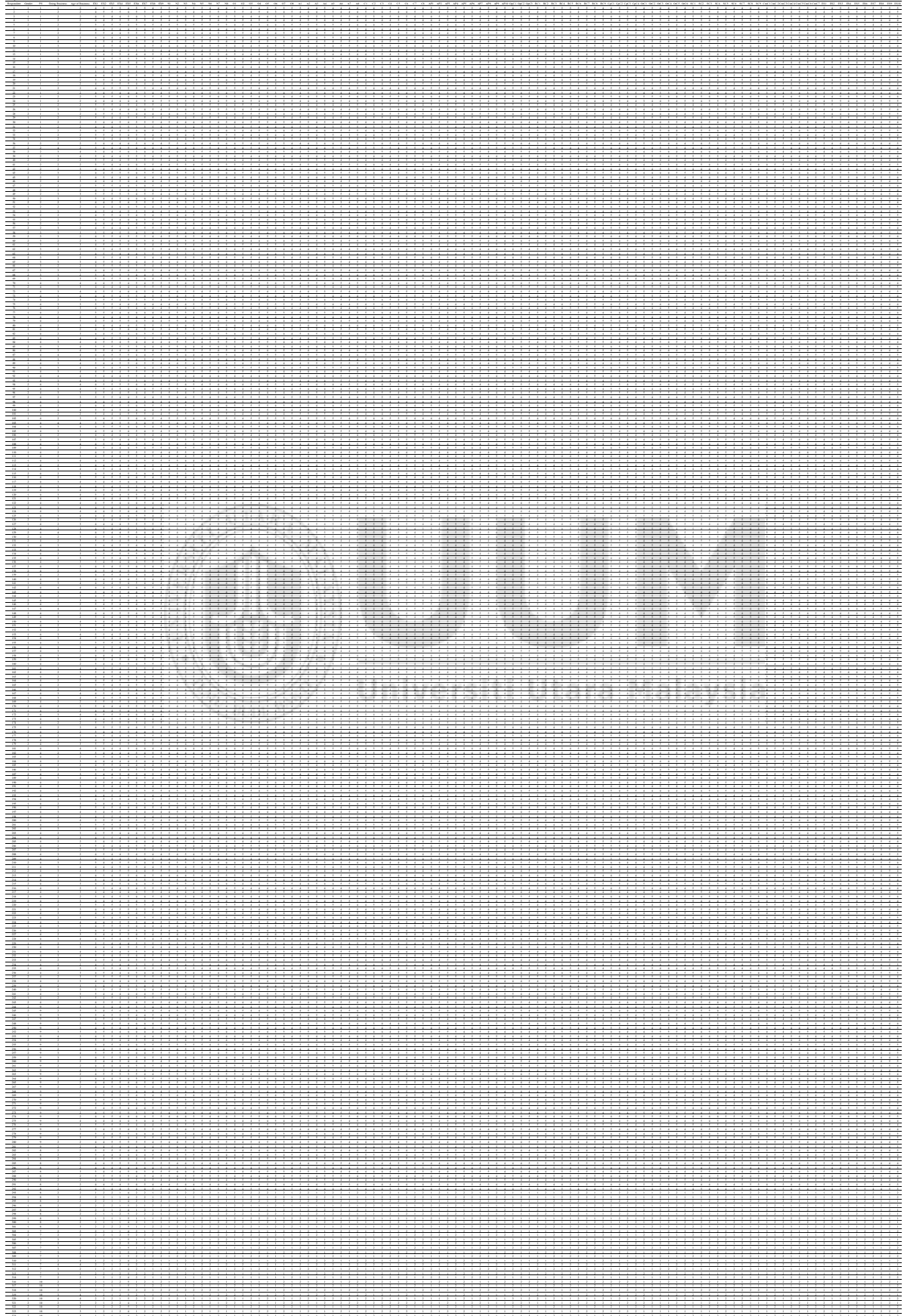
<i>Pernyataan</i>	<i>Statement</i>
36. <i>Saya menjalankan bisnis saya untuk membuktikan keyakinan pribadi saya</i>	I run my business to prove my personal beliefs
37. <i>Saya menjalankan bisnis saya untuk meraih tujuan saya</i>	I Run my business to achieve my goals
38. <i>Saya mampu bangkit setelah mengalami kegagalan</i>	I am able to rise after a failure
39. <i>Saya lebih memiliki kemampuan mengembangkan produk baru dibandingkan pesaing saya</i>	I have the ability to develop new product than my competitors
40. <i>Saya mampu mengembangkan diri saya karena bisnis saya</i>	I am able to develop my self because of my business
41. <i>Pendapatan saya meningkat karena bisnis saya</i>	My income increase because of my business
42. <i>Saya mampu mengembangkan market yang saya miliki</i>	I am able to expand the market that I have
43. <i>Saya puas dengan volume penjualan dari bisnis saya</i>	I am satisfied with the sales volume of my business
44. <i>Saya memiliki market share lebih besar dibandingkan pesaing saya</i>	I have bigger market share compare to the competitor
45. <i>Saya puas dengan kehidupan pribadi dan bisnis saya</i>	I am satisfied with my personal life and my business
46. <i>Saya dapat melakukan keinginan saya dalam bisnis maupun kehidupan pribadi</i>	I can do my desire in business as well as private life
47. <i>Saya percaya mampu mengembangkan bisnis saya</i>	I believe that I am able to grow my business
48. <i>Saya dapat mencapai tujuan saya dalam berbisnis</i>	I can achieve my goals in business

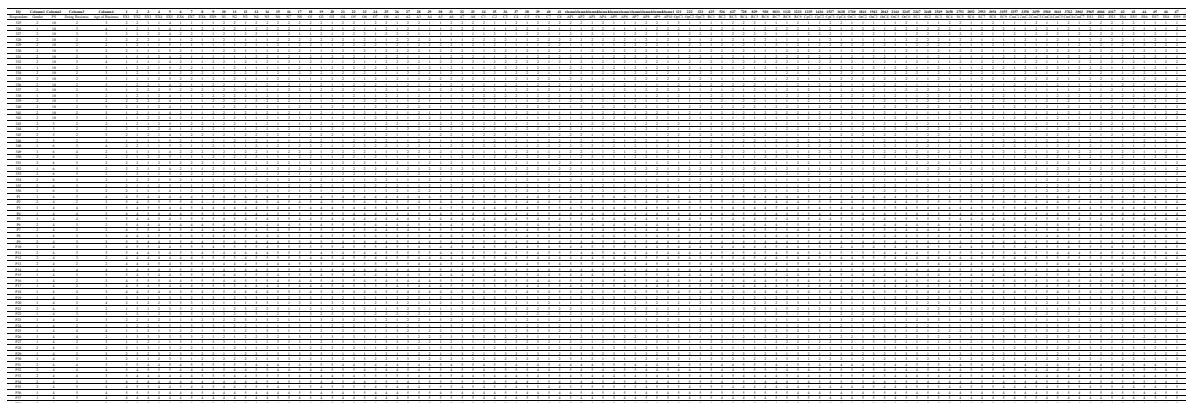
Terimakasih
Thank You

APPENDIX B

SURVEY DATA







APPENDIX C.
CODING AND LIKERTS' SCALE MEANING

Num.	Coding	Meaning	Item in Questionnaire	Coding Item in Questionnaire	Reverse Question*
1	EX	Extraversion	Part 2 Statement 1-9	EX1, EX2, EX3, EX4, EX5, EX6, EX7, EX8, EX9	EX2, EX5, EX7, EX9
2	N	Neuroticism	Part 2 Statement 10-17	N1, N2, N3, N4, N5, N6, N7, N8	N2, N5, N7
3	O	Openness	Part 2 Statement 18-25	O1, O2, O3, O4, O5, O6, O7, O8	O1, O5, O7, O8
4	A	Agreeableness	Part 2 Statement 26-33	A1, A2, A3, A4, A5, A6, A7, A8	A1, A3, A6, A8
5	C	Conscientiousness	Part 2 Statement 34-41	C1, C2, C3, C4, C5, C6, C7, C8	C2, C4, C5, C8
6	AP	Authoritative Parenting	Part 3 Statement 1-10	AP1, AP2, AP3, AP4, AP5, AP6, AP7, AP8, AP9, AP10	
7	OpC	Opportunity Competence	Part 4 Statement 1-3	OpC1, OpC2, OpC3	
8	RC	Relationship Competence	Part 4 Statement 4-12	RC1, RC2, RC3, RC4, RC5, RC6, RC7, RC8, RC9	
9	CpC	Conceptual Competence	Part 4 Statement 13-16	CpC1, CpC2, CpC3, CpC4	
10	OrC	Organizing Competence	Part 4 Statement 17-22	OrC1, OrC2, OrC3, OrC4, OrC5, OrC6	
11	SC	Strategic Competence	Part 4 Statement 23-31	SC1, SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9	
12	CmC	Commitment Competence	Part 4 Statement 32-38	CmC1, CmC2, CmC3, CmC4, CmC5, CmC6, CmC7	
13	EC	Entrepreneurial		Opportunity competence, relationship competence,	

		Competence		conceptual competence, organizing competence, strategic competence and commitment competence are the dimension of entrepreneurial competence. Their item in questionnaire will become the items for measuring entrepreneurial competence.
14	ES	Entrepreneurial Success	Part 4 Statement 39-48	ES1, ES2, ES3, ES4, ES5, ES6, ES7, ES8, ES9, ES10

- The value in questionnaire must be reverse because the negative meaning on statement, the other statement in positive meaning. The Data on Appendix B was the reverse value from the actual value in questionnaire.

Likerts' Scale	Meaning
1	Strongly Disagree
2	Disagree
3	Acceptable
4	Agree
5	Strongly Agree



APPENDIX D RELIABILITY AND VALIDITY SEM-PLS RESULT

1. Reliability Measurement Using Outer Loading

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)
EX1 <- Extraversion	0.7735	0.7384	0.1449
EX2 <- Extraversion	0.7604	0.7237	0.1437
EX3 <- Extraversion	0.7486	0.7153	0.1451
EX4 <- Extraversion	0.7658	0.7303	0.148
EX5 <- Extraversion	0.7307	0.69	0.1585
EX6 <- Extraversion	0.7225	0.6872	0.1461
EX7 <- Extraversion	0.7747	0.7402	0.1412
EX8 <- Extraversion	0.774	0.7396	0.1463
EX9 <- Extraversion	0.7669	0.7369	0.1397
C1 <- Conscientiousness	0.7566	0.7224	0.139
C2 <- Conscientiousness	0.7777	0.7434	0.1497
C3 <- Conscientiousness	0.773	0.7424	0.1349
C4 <- Conscientiousness	0.7381	0.702	0.1499
C5 <- Conscientiousness	0.7426	0.7049	0.1543
C6 <- Conscientiousness	0.7506	0.7166	0.1543
C7 <- Conscientiousness	0.7727	0.7369	0.1463
C8 <- Conscientiousness	0.7698	0.7355	0.1436
A1 <- Agreeableness	0.7842	0.7524	0.1419
A2 <- Agreeableness	0.74	0.7067	0.1461
A3 <- Agreeableness	0.7583	0.7252	0.1405
A4 <- Agreeableness	0.7533	0.7245	0.1323
A5 <- Agreeableness	0.7734	0.7406	0.137
A6 <- Agreeableness	0.7598	0.7257	0.1449
A7 <- Agreeableness	0.7748	0.7398	0.1428
A8 <- Agreeableness	0.7499	0.7146	0.1492
O1 <- Openness	0.7638	0.7314	0.1428
O2 <- Openness	0.7736	0.7398	0.1393
O3 <- Openness	0.7563	0.7235	0.1427
O4 <- Openness	0.7734	0.7395	0.1443
O5 <- Openness	0.7648	0.7301	0.1439
O6 <- Openness	0.7432	0.711	0.142
O7 <- Openness	0.8041	0.774	0.1356
O8 <- Openness	0.7678	0.7332	0.1473
N1 <- Neuroticism	0.7614	0.7268	0.1497
N2 <- Neuroticism	0.7636	0.7322	0.1378
N3 <- Neuroticism	0.7842	0.7536	0.1332
N4 <- Neuroticism	0.7294	0.6958	0.1486
N5 <- Neuroticism	0.7814	0.7473	0.1403
N6 <- Neuroticism	0.7747	0.7434	0.1367
N7 <- Neuroticism	0.7642	0.729	0.1458
N8 <- Neuroticism	0.7364	0.701	0.1489

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)
AP1 <- Authoritative Parenting	0.7865	0.7545	0.1352
AP2 <- Authoritative Parenting	0.7636	0.7295	0.1412
AP3 <- Authoritative Parenting	0.7446	0.7084	0.1459
AP4 <- Authoritative Parenting	0.7997	0.7649	0.1403
AP5 <- Authoritative Parenting	0.7499	0.7169	0.1388
AP6 <- Authoritative Parenting	0.7844	0.7512	0.1417
AP7 <- Authoritative Parenting	0.7539	0.7188	0.1459
AP8 <- Authoritative Parenting	0.7644	0.7267	0.1552
AP9 <- Authoritative Parenting	0.7682	0.7306	0.1531
AP10 <- Authoritative Parenting	0.7873	0.7527	0.1453
OpC1 <- Opportunity Competence	0.8178	0.7868	0.1465
OpC1 <- Entrepreneurial Competence	0.684	0.6468	0.1462
OpC2 <- Opportunity Competence	0.8613	0.8382	0.1489
OpC2 <- Entrepreneurial Competence	0.7646	0.729	0.1412
OpC3 <- Opportunity Competence	0.8314	0.806	0.1471
OpC3 <- Entrepreneurial Competence	0.7367	0.7025	0.1399
RC1 <- Relationship Competence	0.7526	0.7186	0.1412
RC1 <- Entrepreneurial Competence	0.7266	0.6904	0.1397
RC2 <- Relationship Competence	0.7888	0.7538	0.1449
RC2 <- Entrepreneurial Competence	0.7679	0.7301	0.1446
RC3 <- Relationship Competence	0.804	0.7753	0.1254
RC3 <- Entrepreneurial Competence	0.7801	0.7465	0.1297
RC4 <- Relationship Competence	0.7843	0.7522	0.1368
RC4 <- Entrepreneurial Competence	0.7536	0.7181	0.1379
RC5 <- Relationship Competence	0.7997	0.7711	0.1263
RC5 <- Entrepreneurial Competence	0.7731	0.7396	0.1294
RC6 <- Relationship Competence	0.7917	0.7599	0.1331
RC6 <- Entrepreneurial Competence	0.7646	0.7296	0.1351
RC7 <- Relationship Competence	0.7586	0.7203	0.155
RC7 <- Entrepreneurial Competence	0.7302	0.6899	0.1498
RC8 <- Relationship Competence	0.7838	0.75	0.143
RC8 <- Entrepreneurial Competence	0.7591	0.721	0.1441
RC9 <- Relationship Competence	0.7525	0.7174	0.1459
RC9 <- Entrepreneurial Competence	0.7331	0.6974	0.141
CpC1 <- Conceptual Competence	0.8065	0.7735	0.1514
CpC1 <- Entrepreneurial Competence	0.7499	0.7112	0.1442
CpC2 <- Conceptual Competence	0.7846	0.7566	0.1371
CpC2 <- Entrepreneurial Competence	0.7118	0.6774	0.1383
CpC3 <- Conceptual Competence	0.8185	0.7889	0.1538
CpC3 <- Entrepreneurial Competence	0.76	0.7239	0.1439
CpC4 <- Conceptual Competence	0.7932	0.7659	0.1278
CpC4 <- Entrepreneurial Competence	0.7404	0.706	0.132
OrC1 <- Organizing Competence	0.7814	0.7553	0.1289
OrC1 <- Entrepreneurial Competence	0.7144	0.6811	0.1314
OrC2 <- Organizing Competence	0.7798	0.748	0.1505

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)
OrC2 <- Entrepreneurial Competence	0.7288	0.6921	0.1479
OrC3 <- Organizing Competence	0.78	0.7463	0.1515
OrC3 <- Entrepreneurial Competence	0.7351	0.6967	0.1494
OrC4 <- Organizing Competence	0.7361	0.7026	0.1442
OrC4 <- Entrepreneurial Competence	0.7071	0.67	0.1436
OrC5 <- Organizing Competence	0.7499	0.7143	0.1529
OrC5 <- Entrepreneurial Competence	0.7032	0.6642	0.1476
OrC6 <- Organizing Competence	0.7731	0.738	0.1499
OrC6 <- Entrepreneurial Competence	0.7385	0.698	0.1469
SC1 <- Strategic Competence	0.7819	0.7474	0.1432
SC1 <- Entrepreneurial Competence	0.7558	0.7186	0.1407
SC2 <- Strategic Competence	0.7967	0.7654	0.1321
SC2 <- Entrepreneurial Competence	0.7624	0.7275	0.134
SC3 <- Strategic Competence	0.7797	0.7457	0.1408
SC3 <- Entrepreneurial Competence	0.7512	0.7138	0.1407
SC4 <- Strategic Competence	0.7503	0.7118	0.1558
SC4 <- Entrepreneurial Competence	0.7248	0.6845	0.1511
SC5 <- Strategic Competence	0.7078	0.6697	0.1526
SC5 <- Entrepreneurial Competence	0.682	0.6431	0.1482
SC6 <- Strategic Competence	0.797	0.7682	0.1315
SC6 <- Entrepreneurial Competence	0.7767	0.7415	0.1359
SC7 <- Strategic Competence	0.7842	0.7528	0.1365
SC7 <- Entrepreneurial Competence	0.7672	0.7326	0.1349
SC8 <- Strategic Competence	0.7621	0.7243	0.1561
SC8 <- Entrepreneurial Competence	0.7324	0.6904	0.1562
SC9 <- Strategic Competence	0.7603	0.7276	0.1437
SC9 <- Entrepreneurial Competence	0.7229	0.6862	0.1442
CmC 1 <- Commitment Competence	0.7729	0.7361	0.1498
CmC 1 <- Entrepreneurial Competence	0.7387	0.7002	0.1462
CmC 2 <- Commitment Competence	0.7797	0.7492	0.1407
CmC 2 <- Entrepreneurial Competence	0.7142	0.677	0.1448
CmC 3 <- Commitment Competence	0.7838	0.7475	0.1529
CmC 3 <- Entrepreneurial Competence	0.7565	0.7175	0.1503
CmC 4 <- Commitment Competence	0.7607	0.7234	0.1583
CmC 4 <- Entrepreneurial Competence	0.7107	0.6703	0.1555
CmC 5 <- Commitment Competence	0.7668	0.7364	0.1356
CmC 5 <- Entrepreneurial Competence	0.7372	0.7012	0.1364
CmC 6 <- Commitment Competence	0.763	0.7267	0.1528
CmC 6 <- Entrepreneurial Competence	0.7286	0.6893	0.1502
CmC 7 <- Commitment Competence	0.7588	0.7303	0.1341
CmC 7 <- Entrepreneurial Competence	0.7227	0.6869	0.138
ES1 <- Entrepreneurial Success	0.7074	0.6721	0.1489
ES2 <- Entrepreneurial Success	0.7835	0.7476	0.1452
ES3 <- Entrepreneurial Success	0.7734	0.7366	0.1519
ES4 <- Entrepreneurial Success	0.7605	0.7312	0.1289

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)
ES5 <- Entrepreneurial Success	0.7473	0.7143	0.1425
ES6 <- Entrepreneurial Success	0.7387	0.7062	0.1414
ES7 <- Entrepreneurial Success	0.7907	0.7584	0.1358
ES8 <- Entrepreneurial Success	0.7317	0.695	0.1495
ES9 <- Entrepreneurial Success	0.7603	0.7232	0.1474
ES10 <- Entrepreneurial Success	0.7612	0.7271	0.1393

2. Reliability Measurement Using Cronbach's Alpha and Composite Reliability

	Cronbach's Alpha	Composite Reliability
Extraversion	0.9071	0.9238
Conscientiousness	0.8956	0.9163
Agreeableness	0.8966	0.9171
Openness	0.9009	0.9203
Neuroticism	0.8968	0.9172
Authoritative Parenting Style	0.9238	0.9359
Opportunity Competence	0.7863	0.8753
Relationship Competence	0.9193	0.9331
Conceptual Competence	0.8135	0.8773
Organizing Competence	0.8598	0.8955
Strategic Competence	0.9136	0.9288
Commitment Competence	0.8851	0.9104
Entrepreneurial Competence	0.9774	0.9785
Entrepreneurial Success	0.9165	0.9301

3. Validity Measurement Using Average Variance Extracted (AVE)

	AVE
Extraversion	0.5740
Conscientiousness	0.5780
Agreeableness	0.5804
Openness	0.5907
Neuroticism	0.5809
Authoritative Parenting Style	0.5936
Opportunity Competence	0.7006
Relationship Competence	0.6081
Conceptual Competence	0.6413
Organizing Competence	0.5882
Strategic Competence	0.5919
Commitment Competence	0.5920
Entrepreneurial Competence	0.5453
Entrepreneurial Success	0.5713

4. Validity Measurement Using Cross Loading

Ind.	Ex	C	A	O	N	EP	AP	OpC	RC	CpC	OrC	SC	CmC	EC	ES
EX1	0.7747	0.6968	0.6931	0.6902	0.7299	0.7484	0.6807	0.6256	0.7014	0.6669	0.687	0.7012	0.6564	0.7193	0.7001
EX2	0.7594	0.6919	0.7131	0.6807	0.6996	0.74	0.7203	0.629	0.7081	0.6871	0.6682	0.7267	0.6941	0.734	0.71
EX3	0.749	0.6768	0.6676	0.6913	0.6972	0.727	0.6764	0.607	0.677	0.6626	0.6588	0.6858	0.6877	0.7085	0.6737
EX4	0.7652	0.7	0.6792	0.702	0.6921	0.7389	0.6854	0.6242	0.7242	0.6706	0.664	0.7176	0.6862	0.7314	0.6991
EX5	0.73	0.6524	0.6463	0.6574	0.6639	0.6997	0.6607	0.5946	0.6556	0.625	0.6444	0.6925	0.6681	0.6932	0.6652
EX6	0.7224	0.6645	0.6382	0.666	0.6481	0.6973	0.6561	0.5871	0.655	0.6299	0.6439	0.6526	0.6707	0.6835	0.6382
EX7	0.7746	0.6951	0.6781	0.6797	0.7041	0.7376	0.6839	0.6245	0.6925	0.6779	0.679	0.706	0.6828	0.723	0.6954
EX8	0.7742	0.6841	0.6775	0.7109	0.7139	0.7436	0.6816	0.6297	0.691	0.6745	0.6753	0.7156	0.6931	0.7265	0.6959
EX9	0.7673	0.673	0.6833	0.6869	0.7016	0.7335	0.6865	0.619	0.6861	0.674	0.6703	0.7094	0.6603	0.7157	0.688
C1	0.6509	0.7566	0.6741	0.6719	0.6741	0.7135	0.6885	0.5797	0.6775	0.6357	0.6867	0.6724	0.6597	0.6989	0.6766
C2	0.6796	0.7784	0.6783	0.6915	0.6662	0.7277	0.6994	0.6124	0.6771	0.6309	0.6747	0.6862	0.6745	0.7055	0.6869
C3	0.7109	0.7726	0.6998	0.7121	0.7086	0.7509	0.7421	0.6372	0.7049	0.7045	0.6979	0.7041	0.7211	0.7403	0.7202
C4	0.6837	0.7389	0.6489	0.6834	0.683	0.7164	0.6726	0.602	0.6765	0.6578	0.6474	0.6584	0.6636	0.6942	0.651
C5	0.6767	0.7417	0.6943	0.6743	0.6802	0.7222	0.698	0.6276	0.6907	0.659	0.678	0.6916	0.6747	0.7155	0.724
C6	0.6626	0.7507	0.6607	0.6953	0.6486	0.7119	0.6903	0.6285	0.6754	0.6333	0.6325	0.6852	0.6531	0.6957	0.706
C7	0.6926	0.7719	0.7022	0.6871	0.7044	0.7411	0.7129	0.6615	0.7012	0.6975	0.7229	0.702	0.6692	0.7343	0.7175
C8	0.7131	0.7704	0.7238	0.7018	0.7094	0.7538	0.6912	0.6369	0.7165	0.6694	0.6902	0.71	0.6912	0.7337	0.7093
A1	0.6756	0.7287	0.7851	0.6845	0.6711	0.7379	0.7012	0.6128	0.6842	0.6476	0.7169	0.6806	0.7051	0.7204	0.7093
A2	0.666	0.6679	0.7399	0.6606	0.6647	0.7081	0.6686	0.6231	0.6736	0.6547	0.6527	0.6856	0.6468	0.6994	0.6882
A3	0.6947	0.6756	0.7572	0.6966	0.6892	0.7321	0.6775	0.6133	0.7088	0.6531	0.6998	0.7115	0.6981	0.731	0.6929
A4	0.679	0.6776	0.7534	0.6911	0.6737	0.7238	0.692	0.6318	0.6912	0.6508	0.6622	0.6972	0.6673	0.7125	0.6843
A5	0.6815	0.6959	0.7729	0.6746	0.697	0.7334	0.6974	0.6288	0.7061	0.6756	0.6924	0.7072	0.6816	0.7289	0.7142
A6	0.6778	0.6668	0.7595	0.683	0.6734	0.7209	0.6801	0.642	0.6892	0.6476	0.6591	0.6826	0.6899	0.7127	0.6914
A7	0.6899	0.6844	0.7761	0.6762	0.6833	0.7311	0.6811	0.6281	0.675	0.6414	0.6795	0.6836	0.6796	0.7087	0.6948
A8	0.6682	0.6981	0.7495	0.6871	0.6763	0.7245	0.7075	0.657	0.6972	0.6438	0.6797	0.6965	0.6572	0.7162	0.715

Ind.	Ex	C	A	O	N	EP	AP	OpC	RC	CpC	OrC	SC	CmC	EC	ES
O1	0.6814	0.6969	0.6871	0.7652	0.685	0.7324	0.7053	0.6156	0.6723	0.6723	0.6438	0.6894	0.6657	0.7035	0.6771
O2	0.7168	0.708	0.7211	0.7727	0.7179	0.7579	0.6887	0.6105	0.7263	0.7081	0.7027	0.719	0.7209	0.7481	0.7017
O3	0.7051	0.6741	0.6697	0.7574	0.6944	0.73	0.6882	0.6273	0.6745	0.653	0.6588	0.6886	0.6543	0.7029	0.6944
O4	0.6778	0.6964	0.6624	0.7728	0.6771	0.7266	0.7088	0.5794	0.6924	0.7	0.6721	0.6781	0.7011	0.717	0.6832
O5	0.7171	0.706	0.6961	0.7638	0.6907	0.7452	0.6979	0.6423	0.7267	0.6659	0.6748	0.7189	0.7	0.7377	0.7273
O6	0.6719	0.6856	0.6727	0.7441	0.6839	0.7205	0.6849	0.6168	0.6653	0.6437	0.6628	0.6717	0.6649	0.6971	0.6806
O7	0.6967	0.7062	0.7026	0.8041	0.6829	0.7486	0.7224	0.6309	0.7145	0.6939	0.6656	0.7147	0.6734	0.7293	0.7015
O8	0.6912	0.704	0.6884	0.7671	0.6982	0.7395	0.7359	0.6454	0.704	0.6612	0.6767	0.6978	0.7109	0.7289	0.6985
N1	0.6635	0.6644	0.6589	0.672	0.7607	0.7123	0.678	0.6009	0.6834	0.6545	0.6632	0.6848	0.6695	0.7056	0.6973
N2	0.7285	0.7117	0.7119	0.7033	0.7623	0.7542	0.7226	0.6488	0.7278	0.6863	0.6987	0.7421	0.7112	0.7526	0.7179
N3	0.7342	0.6957	0.6985	0.6835	0.7852	0.75	0.6846	0.6524	0.7062	0.6685	0.6955	0.7113	0.6588	0.7274	0.7027
N4	0.682	0.6572	0.6608	0.66	0.7304	0.7067	0.6789	0.5781	0.6619	0.6641	0.618	0.6697	0.6425	0.6831	0.6722
N5	0.7308	0.74	0.6994	0.724	0.7818	0.7661	0.7174	0.6689	0.7182	0.6855	0.6914	0.7105	0.7223	0.7451	0.7355
N6	0.6778	0.69	0.6806	0.6813	0.7746	0.7299	0.657	0.6168	0.6958	0.6683	0.6788	0.6829	0.6868	0.7172	0.6791
N7	0.6907	0.6696	0.6675	0.7024	0.7653	0.7284	0.6852	0.6035	0.6758	0.6654	0.6657	0.687	0.6543	0.7033	0.6933
N8	0.6802	0.6571	0.6506	0.6555	0.7348	0.7043	0.6692	0.6311	0.6717	0.6317	0.6532	0.688	0.6734	0.7027	0.678
AP1	0.6955	0.715	0.6783	0.7094	0.6976	0.7286	0.7865	0.6248	0.698	0.7053	0.6847	0.7057	0.6804	0.7281	0.7242
AP2	0.6807	0.7031	0.7037	0.6884	0.6986	0.7239	0.7636	0.6456	0.6968	0.6867	0.6794	0.7096	0.6752	0.7266	0.7361
AP3	0.67	0.6954	0.6812	0.6934	0.6826	0.7131	0.7446	0.6045	0.6676	0.6628	0.6648	0.6931	0.684	0.708	0.6736
AP4	0.7432	0.7512	0.7263	0.7553	0.7275	0.772	0.7997	0.6256	0.7183	0.7308	0.7271	0.7327	0.7316	0.7594	0.755
AP5	0.6325	0.65	0.6825	0.6623	0.6552	0.6836	0.7499	0.6191	0.6621	0.6582	0.6393	0.658	0.6555	0.6892	0.657
AP6	0.7376	0.7212	0.7354	0.7216	0.7308	0.7602	0.7844	0.6639	0.7151	0.6864	0.7235	0.7528	0.7369	0.7623	0.7452
AP7	0.6537	0.6819	0.6613	0.6704	0.6715	0.6956	0.7539	0.6071	0.6674	0.6677	0.6496	0.6914	0.6508	0.6996	0.6855
AP8	0.7069	0.7239	0.6994	0.7266	0.69	0.7393	0.7644	0.6393	0.738	0.6618	0.6665	0.7329	0.6927	0.7406	0.7124
AP9	0.6964	0.7253	0.7041	0.7076	0.6978	0.7358	0.7682	0.634	0.6906	0.6424	0.6931	0.7198	0.6886	0.7261	0.7042
AP10	0.7049	0.7174	0.6847	0.7176	0.688	0.7322	0.7873	0.6319	0.7057	0.6717	0.6999	0.7307	0.6923	0.7376	0.7029
OpC1	0.6338	0.6527	0.6719	0.6534	0.6544	0.6803	0.6407	0.8178	0.6366	0.595	0.6503	0.6311	0.6319	0.684	0.6501

Ind.	Ex	C	A	O	N	EP	AP	OpC	RC	CpC	OrC	SC	CmC	EC	ES
OpC2	0.708	0.7275	0.7154	0.701	0.7124	0.7427	0.722	0.8613	0.7489	0.6631	0.7073	0.719	0.6825	0.7646	0.728
OpC3	0.6963	0.6766	0.6868	0.6738	0.6925	0.7143	0.6867	0.8314	0.6921	0.668	0.6594	0.7012	0.6864	0.7367	0.6928
RC1	0.6802	0.668	0.6819	0.6861	0.6707	0.706	0.6672	0.6633	0.7526	0.6538	0.6506	0.6876	0.6649	0.7266	0.6887
RC2	0.7257	0.7038	0.7083	0.7016	0.7198	0.7422	0.7198	0.6583	0.7888	0.6949	0.7042	0.7318	0.7093	0.7679	0.7205
RC3	0.744	0.7231	0.7096	0.7226	0.7174	0.7543	0.7244	0.657	0.804	0.7303	0.7103	0.7462	0.7081	0.7801	0.74
RC4	0.6955	0.7177	0.7039	0.7288	0.7052	0.7399	0.7078	0.6535	0.7843	0.6787	0.6941	0.6985	0.7037	0.7536	0.7146
RC5	0.7167	0.7213	0.7165	0.7123	0.7212	0.7478	0.7271	0.6379	0.7997	0.7072	0.7228	0.7253	0.7169	0.7731	0.7444
RC6	0.7238	0.7178	0.7341	0.7239	0.7202	0.7545	0.7031	0.6542	0.7917	0.6739	0.7073	0.7204	0.7145	0.7646	0.736
RC7	0.685	0.6803	0.6777	0.7147	0.6945	0.7195	0.6891	0.6182	0.7586	0.6565	0.6687	0.6824	0.6872	0.7302	0.713
RC8	0.7184	0.7326	0.733	0.6954	0.7205	0.7502	0.715	0.6419	0.7838	0.6958	0.7077	0.7126	0.6985	0.7591	0.7181
RC9	0.6819	0.7048	0.6966	0.682	0.7108	0.7242	0.6878	0.6362	0.7525	0.662	0.6842	0.6876	0.6787	0.7331	0.6859
CpC1	0.723	0.7091	0.7183	0.7245	0.6934	0.744	0.729	0.6162	0.7068	0.8065	0.6765	0.7255	0.708	0.7499	0.7035
CpC2	0.6752	0.6649	0.635	0.6885	0.6861	0.6984	0.6849	0.5948	0.6568	0.7846	0.6714	0.6789	0.6621	0.7118	0.6721
CpC3	0.7075	0.7062	0.7084	0.7061	0.7402	0.7436	0.7169	0.6123	0.7293	0.8185	0.7192	0.7111	0.7081	0.76	0.7234
CpC4	0.6983	0.7053	0.6765	0.6938	0.6774	0.7196	0.6855	0.6372	0.715	0.7932	0.685	0.703	0.6669	0.7404	0.6941
OrC1	0.6619	0.6797	0.6788	0.6521	0.6631	0.6951	0.6617	0.601	0.6857	0.6449	0.7814	0.6575	0.654	0.7144	0.6885
OrC2	0.6876	0.6897	0.7058	0.6807	0.6994	0.7217	0.693	0.629	0.6882	0.6831	0.7798	0.6773	0.6649	0.7288	0.7051
OrC3	0.6743	0.6795	0.6807	0.6773	0.7015	0.7112	0.671	0.6189	0.7136	0.675	0.78	0.6655	0.6896	0.7351	0.6948
OrC4	0.6406	0.6627	0.6594	0.6507	0.6481	0.6795	0.6705	0.6244	0.6624	0.6381	0.7361	0.6679	0.6645	0.7071	0.6777
OrC5	0.6711	0.6838	0.6769	0.6559	0.6348	0.6926	0.6753	0.6181	0.6556	0.6232	0.7499	0.6719	0.648	0.7032	0.6844
OrC6	0.7065	0.7141	0.7074	0.6924	0.7015	0.7341	0.709	0.6078	0.6924	0.6878	0.7731	0.7069	0.6853	0.7385	0.691
SC1	0.7087	0.7114	0.7101	0.705	0.7323	0.7435	0.7245	0.6359	0.7024	0.6996	0.6916	0.7819	0.7137	0.7558	0.7213
SC2	0.7364	0.7011	0.721	0.7113	0.7106	0.7467	0.73	0.6567	0.7184	0.7124	0.6749	0.7967	0.7045	0.7624	0.7253
SC3	0.7224	0.7193	0.703	0.7032	0.711	0.7421	0.7462	0.6438	0.7182	0.6771	0.6869	0.7797	0.6852	0.7512	0.7244
SC4	0.7071	0.6776	0.6863	0.6908	0.7017	0.7223	0.6842	0.5832	0.6905	0.6724	0.6629	0.7503	0.6735	0.7248	0.6702
SC5	0.6617	0.6578	0.6447	0.6389	0.6342	0.675	0.6777	0.6006	0.6396	0.5963	0.6374	0.7078	0.6307	0.682	0.6564
SC6	0.737	0.7192	0.7169	0.7302	0.7361	0.7588	0.7238	0.6345	0.7382	0.7143	0.7257	0.797	0.7197	0.7767	0.7396

Ind.	Ex	C	A	O	N	EP	AP	OpC	RC	CpC	OrC	SC	CmC	EC	ES
SC7	0.7195	0.721	0.7105	0.7459	0.7136	0.7526	0.7276	0.6777	0.7298	0.699	0.6908	0.7842	0.7159	0.7673	0.7194
SC8	0.7021	0.6976	0.7154	0.6939	0.7021	0.7318	0.7007	0.6193	0.6791	0.6659	0.6641	0.7621	0.699	0.7324	0.6915
SC9	0.7093	0.667	0.6891	0.6594	0.6894	0.7122	0.6931	0.6117	0.6883	0.6499	0.6533	0.7603	0.6621	0.7229	0.6828
CmC1	0.7038	0.6787	0.7044	0.6977	0.6907	0.7246	0.6711	0.637	0.7053	0.6668	0.6565	0.7024	0.7729	0.7387	0.6957
CmC2	0.6739	0.6743	0.6686	0.6659	0.6636	0.6976	0.6673	0.6071	0.6729	0.6472	0.6386	0.6629	0.7797	0.7142	0.6802
CmC3	0.7074	0.728	0.7029	0.7146	0.7003	0.7406	0.7401	0.6418	0.7162	0.6502	0.7195	0.7198	0.7838	0.7565	0.7237
CmC4	0.6942	0.6706	0.6822	0.6764	0.6887	0.7115	0.6866	0.574	0.6684	0.6532	0.6413	0.6752	0.7607	0.7107	0.6785
CmC5	0.6792	0.6967	0.6859	0.6976	0.6757	0.7158	0.7092	0.6007	0.7058	0.6573	0.68	0.7032	0.7668	0.7372	0.6938
CmC6	0.6712	0.6763	0.6749	0.6905	0.6846	0.708	0.6789	0.6243	0.679	0.6793	0.6945	0.6701	0.763	0.7286	0.668
CmC7	0.6865	0.6635	0.6755	0.667	0.6849	0.7042	0.6635	0.6083	0.6724	0.6638	0.6574	0.6939	0.7588	0.7227	0.6787
ES1	0.6273	0.6404	0.6452	0.6348	0.6274	0.6616	0.6347	0.5634	0.6433	0.6163	0.6443	0.6557	0.6332	0.6706	0.7074
ES2	0.7081	0.7252	0.7038	0.7139	0.7179	0.7438	0.7298	0.6443	0.7159	0.6792	0.6964	0.7099	0.6932	0.7367	0.7835
ES3	0.7232	0.7221	0.7063	0.7153	0.7172	0.7472	0.7169	0.6392	0.7136	0.7039	0.6793	0.7089	0.6949	0.7358	0.7734
ES4	0.6813	0.7087	0.7064	0.6865	0.704	0.7263	0.7009	0.6162	0.6942	0.6382	0.6962	0.6753	0.661	0.7093	0.7605
ES5	0.68	0.6724	0.7075	0.664	0.6931	0.7121	0.6878	0.6541	0.7003	0.6466	0.6955	0.6852	0.6713	0.7194	0.7473
ES6	0.6862	0.6847	0.6705	0.6917	0.6755	0.7106	0.6643	0.6154	0.6791	0.6499	0.6483	0.7044	0.6673	0.7074	0.7387
ES7	0.691	0.7358	0.7217	0.6999	0.6989	0.7389	0.727	0.6609	0.7518	0.6967	0.7089	0.7187	0.7061	0.7559	0.7907
ES8	0.6477	0.6506	0.6667	0.6538	0.6691	0.685	0.6712	0.5909	0.6577	0.6065	0.6547	0.6492	0.6599	0.6807	0.7317
ES9	0.703	0.7008	0.6899	0.6802	0.709	0.726	0.7053	0.6503	0.7005	0.6865	0.6882	0.7003	0.6905	0.7299	0.7603
ES10	0.6852	0.7042	0.712	0.6985	0.6997	0.7291	0.7243	0.6021	0.6984	0.6632	0.6895	0.7049	0.6841	0.7225	0.7612

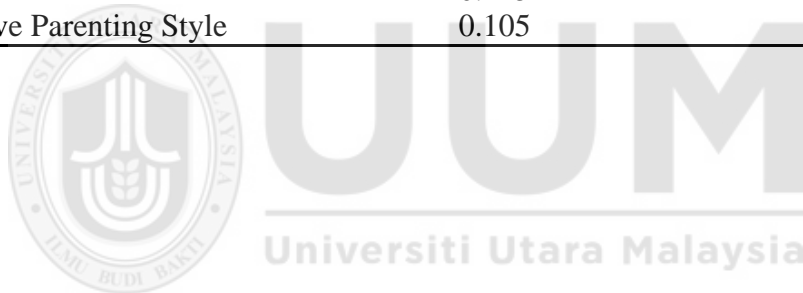
APPENDIX E MULTICOLLINEARITY ASSESSMENT

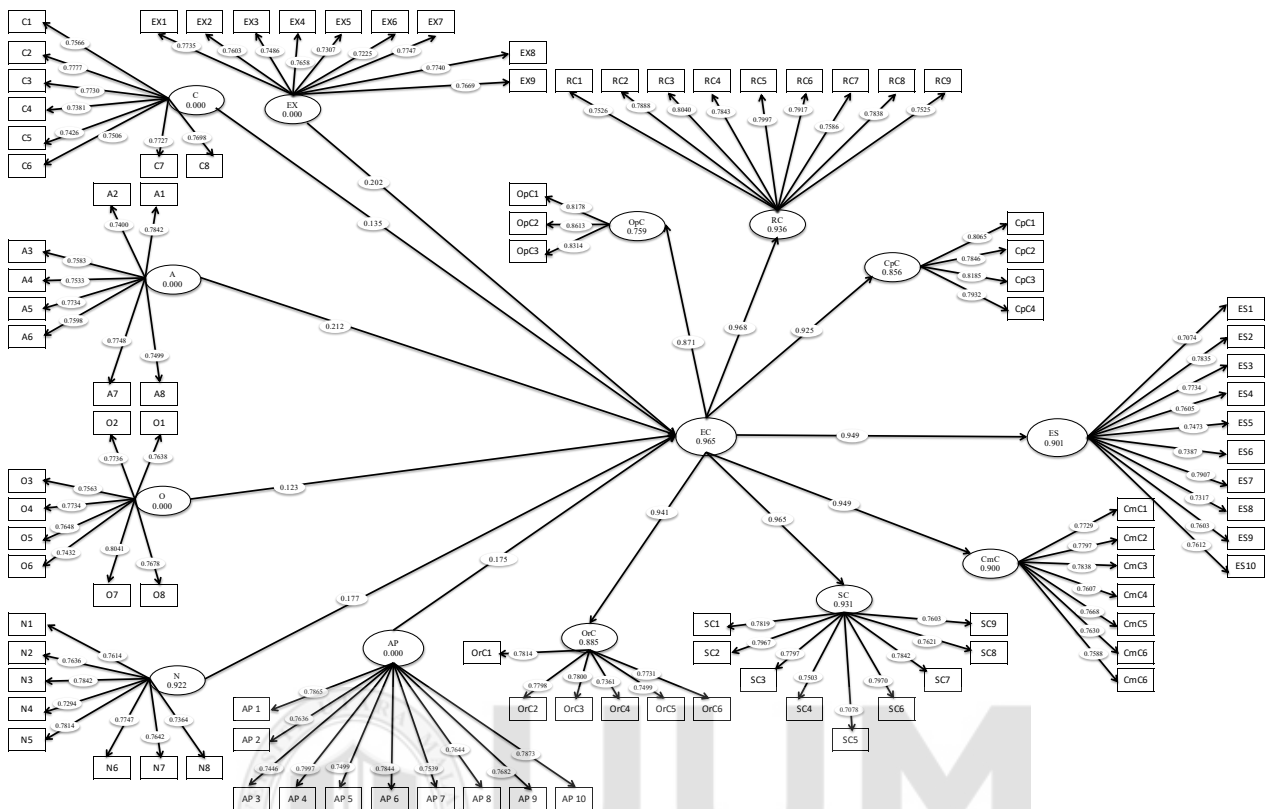
1. BETWEEN SECOND ORDER ENTREPRENEURIAL COMPETENCE

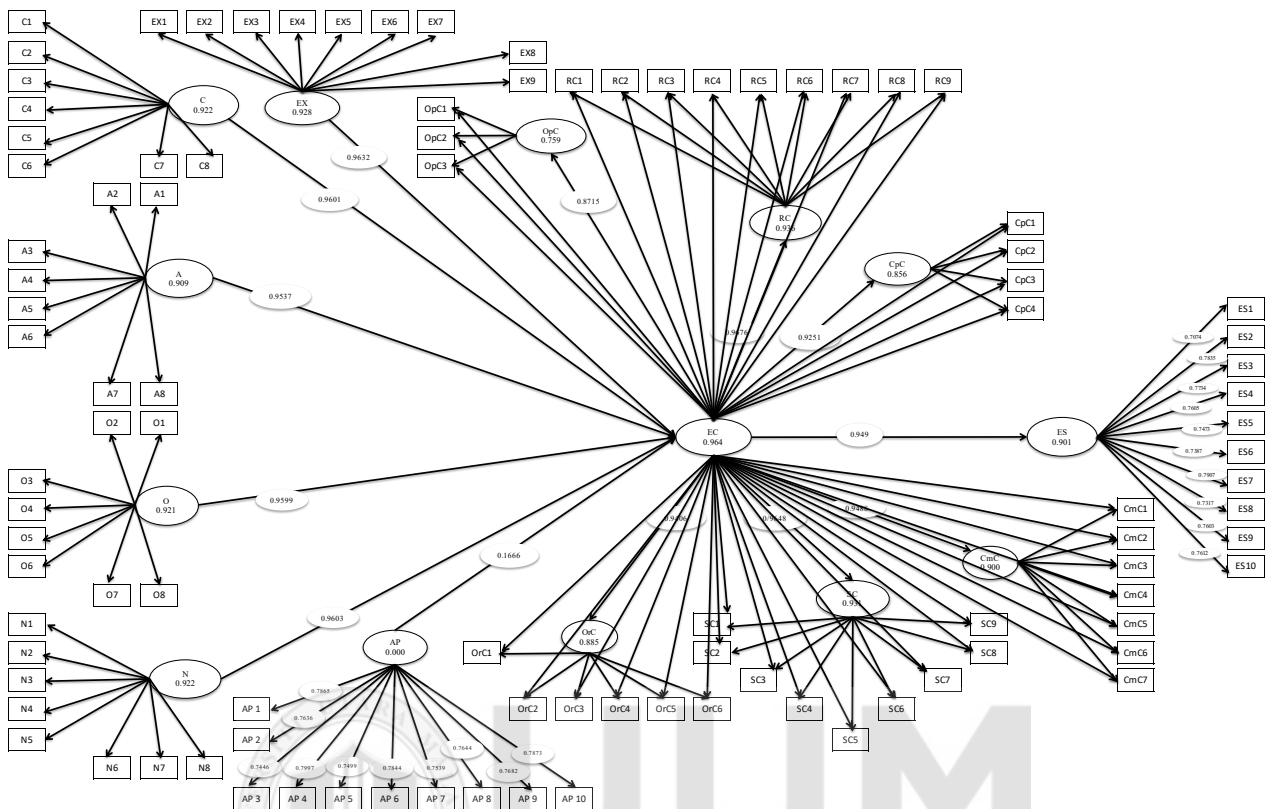
Model	Collinearity Statistic	
	Tolerance	VIF
Opportunity Competence	0.278	3.591
Relationship Competence	0.111	9.004
Conceptual Competence	0.177	5.653
Organizing Competence	0.158	6.346
Strategic Competence	0.117	8.548
Commitment Competence	0.147	6.818

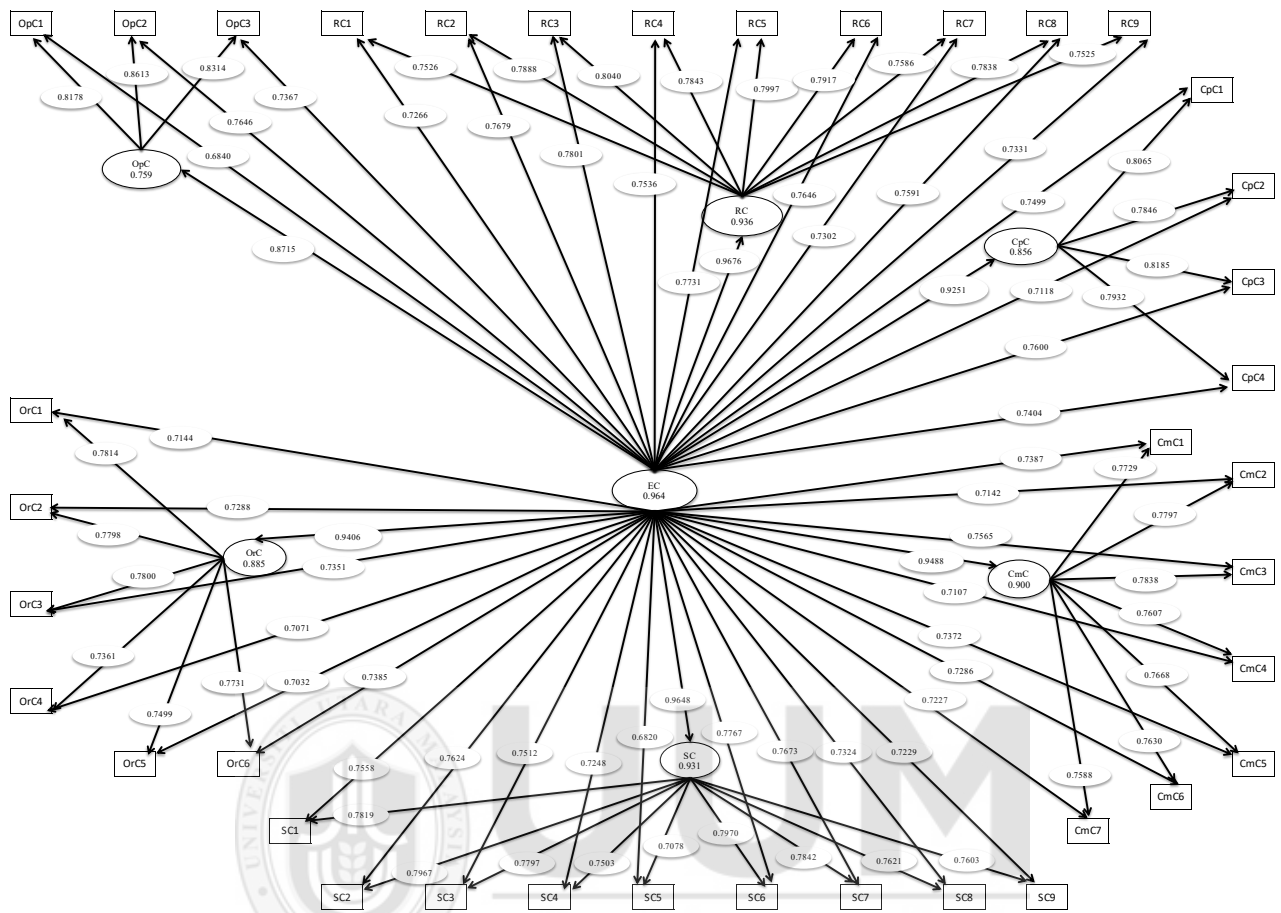
2. BETWEEN FIRST ORDER

Model	Collinearity Statistic	
	Tolerance	VIF
Extraversion	0.113	8.856
Conscientiousness	0.107	9.324
Agreeableness	0.131	7.654
Openness	0.112	8.967
Neuroticism	0.115	8.732
Authoritative Parenting Style	0.105	9.542









APPENDIX G. PATH COEFFICIENT

	EX	C	A	O	N	AP	OpC	RC.	CpC	OrC	SC	CmC	EC	ES
EX	0	0	0	0	0	0	0	0	0	0	0	0	0.2022	0
C	0	0	0	0	0	0	0	0	0	0	0	0	0.1354	0
A	0	0	0	0	0	0	0	0	0	0	0	0	0.2124	0
O	0	0	0	0	0	0	0	0	0	0	0	0	0.1234	0
N	0	0	0	0	0	0	0	0	0	0	0	0	0.1766	0
AP	0	0	0	0	0	0	0	0	0	0	0	0	0.1745	0
OpC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CpC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OrC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CmC	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EC	0	0	0	0	0	0	0.8715	0.9676	0.9251	0.9406	0.9648	0.9488	0	0.9490
ES	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX H

Bootstrap Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)	T TABLE
Extraversion -> Entrepreneurial Competencies	0.2022	0.2039	0.0736	0.0736	2.7467	1.96
Conscientiousness -> Entrepreneurial Competencies	0.1354	0.1349	0.0695	0.0695	1.9874	1.96
Agreeableness -> Entrepreneurial Competencies	0.2124	0.2051	0.0656	0.0656	3.2357	1.96
Openness -> Entrepreneurial Competencies	0.1234	0.1147	0.0754	0.0754	1.96362	1.96
Neuroticism -> Entrepreneurial Competencies	0.1766	0.1724	0.0742	0.0742	2.3799	1.96
Authoritative Parenting Style -> Entrepreneurial Competencies	0.1745	0.1792	0.0847	0.0847	2.0613	1.96
Entrepreneurial Competencies -> Opportunity Competencies	0.8715	0.8472	0.0864	0.0864	10.0841	1.96
Entrepreneurial Competencies -> Relationship Competencies	0.9676	0.955	0.0496	0.0496	19.514	1.96
Entrepreneurial Competencies -> Conceptual Competencies	0.9251	0.904	0.0803	0.0803	11.5255	1.96
Entrepreneurial Competencies -> Organizing Competencies	0.9406	0.9221	0.0633	0.0633	14.8502	1.96
Entrepreneurial Competencies -> Strategic Competencies	0.9648	0.9518	0.046	0.046	20.9889	1.96
Entrepreneurial Competencies -> Commitment Competencies	0.9488	0.932	0.0622	0.0622	15.2488	1.96
Entrepreneurial Competencies -> Entrepreneurial Success	0.949	0.919	0.1503	0.1503	6.3136	1.96

APPENDIX I EFFECT ASSESSMENT

1. Total Effect

	AP	EP	EC	ES
AP	0	0	0.1666	0.1581
EP	0	0	0.8229	0.7809
EC	0	0	0	0.949
ES	0	0	0	0

2. Effect Size

Effect Size toward EC			
Authoritative Parenting Removed		Personalities Removed	
r ² included	0.965	r ² included	0.965
r ² excluded	0.962	r ² excluded	0.893



Appendix J Blindfolding

	Total	SSO	SSE	1-SSE/SSO
CmC		2611	1220.1924	0.5327
CpC		1492	673.4111	0.5487
Entrepreneurial Competence		14174	6748.8598	0.5239
Entrepreneurial Success		3730	1811.3662	0.5144
OpC		1119	524.4346	0.5313
OrC		2238	1073.8937	0.5202
Rc		3357	1446.0145	0.5693
SC		3357	1507.7577	0.5509



APPENDIX K

Comparison Result with Previous Studies

	Title (Author, years)	Variable Previous Study	Finding Previous Study	Finding This Study	Explanation
1	Pathways to successful entrepreneurship: parenting, personality, early entrepreneurial competency and interest (Schmitt-Rodermund, 2004)	Authoritative Parenting (IV) Entrepreneurial Personality (IV) Early Entrepreneurial Competency (MeV) Entrepreneurial Interest (MeV) Entrepreneurial Career Prospect (DV) Entrepreneurial Success (DV)	Personality and authoritative parenting influenced early entrepreneurial competency, but personality and authoritative parenting have no influence on entrepreneurial interest. Early entrepreneurial competency has influence on entrepreneurial interest. Entrepreneurial interest has influence on entrepreneurial career prospect and Entrepreneurial Success	In this research, it is found that Big Five Personality has significant effect on Entrepreneurial Success mediated by Entrepreneurial Competencies. Extraversion, conscientiousness, and openness have a positive relationship with entrepreneurial competencies. Agreeableness and neuroticism have a negative relationship with entrepreneurial competencies. Authoritative parenting does not have significant effect on Entrepreneurial Success mediated by entrepreneurial competencies, even though authoritative parenting style has a significant relationship with entrepreneurial competencies.	Previous research has shown that the Big Five Personality traits and Authoritative Parenting have a significant effect on early entrepreneurial competencies where entrepreneurial competencies have influence on Entrepreneurial Success through Entrepreneurial Interest. This research results supported that personality traits are able to predict entrepreneurial success even though the mediation is Entrepreneurial Competencies instead of early entrepreneurial competencies, however the results are different for Authoritative Parenting. Similar with the previous study, extraversion, conscientiousness and openness have a positive relationship on entrepreneurial activity, agreeableness and conscientiousness have a

	Title (Author, years)	Variable Previous Study	Finding Previous Study	Finding This Study	Explanation
					negative relationship.
2	The Big Five and Venture Survival: Is there a linkage? (Ciavarella, Buchholtz, Riordan, Gatewood, and Stokes, 2004)	Big Five Personality (IV) Long term venture survival (DV)	Conscientiousness has positive relationship with long term survival. Openness has negative relationship with long term venture survival. Extraversion, emotional stability and agreeableness have no relationship with long term venture survival.	Extraversion, openness and conscientiousness are having positive effect on direct Entrepreneurial Competencies and indirect Entrepreneurial Success. Agreeableness and Neuroticism are having negative effect.	There are different results from previous research where in previous research only conscientiousness which has positive effect. It may occur since this research is using a mediation variable known as entrepreneurial competencies.
3	Personality Aspects of Entrepreneurship: A Look at Five Meta-analyses (Brandstatter, 2011)	Personality Traits (IV) Entrepreneur Performance (DV)	Conscientiousness, openness and extraversion have positive relationship with entrepreneur performance. Neuroticism (emotional stability) and agreeableness have negative relationship with entrepreneur performance.	Extraversion, openness and conscientiousness is having positive effect on direct Entrepreneurial Competencies and indirect effect on Entrepreneurial Success. Agreeableness and Neuroticism are having negative effect.	The results of this research supported the previous research due to the traits which have the same positive effect namely extraversion, openness and conscientiousness, while agreeableness and neuroticism have a negative effect.
4	Entrepreneurial Intention as development Outcome (Obschonka, Silbereisen, and Schmitt-Rodermund, 2010)	Early entrepreneurial competency in adolescence (IV) Big five personality traits (IV) Entrepreneurial control beliefs (MeV) Conditional Entrepreneurial Intention (DV) Unconditional Entrepreneurial Intention	Entrepreneurial personality and early entrepreneurial competency have a close relationship. Conditional intention is able to predict unconditional intention. Founders who did research in commercializing their business is able to do entrepreneurial activity.	Big Five Personality traits have a significant effect on entrepreneurial competencies.	Previous research has shown that early entrepreneurial competency is influenced by the Big Five Personality traits. By referring to early entrepreneurial competency that would become entrepreneurial competencies when an individual becomes an entrepreneur, therefore, this

	Title (Author, years)	Variable Previous Study (DV)	Finding Previous Study	Finding This Study	Explanation
5	Nascent entrepreneurship and the developing individual: Early Entrepreneurial Competency in Adolescence and Venture Creation Success during Their Career (Obschonka, Silbereisen, Schmitt-Rodermund, and Stuetzer, 2011)	Early Entrepreneurial Competency (IV) Human Capital (MeV) Social Capital (MeV) Venture Success (DV)	Early entrepreneurial competencies have a positive effect on venture creation process when they decided to start their own business. Current human and social capital have direct effect on venture creation success but do not mediate the relationship between early entrepreneurial competencies with venture creation success.	Entrepreneurial competencies have a significant and positive direct relationship with entrepreneurial success.	research tests the relationship between personality traits and entrepreneurial competencies and it has found that the traits are having an effect towards entrepreneurial competencies. Previous research has shown that a company's success (Venture success) is influenced by early entrepreneurial competencies. In this research the relationship between entrepreneurial competencies have been proven to have influence on entrepreneurial success. Early entrepreneurial competencies the entrepreneurial competencies owned during adolescent period while entrepreneurial competencies refer to the competencies of an entrepreneur. This venture success measurement refers to the entrepreneur's Nascent success, therefore, the sample used is similar, namely young

	Title (Author, years)	Variable Previous Study	Finding Previous Study	Finding This Study	Explanation
					entrepreneurs.
6	Is Always Authoritative the Optimum Parenting Style? Evidence from Spanish Families (Garcia and Gracia, 2009)	Warmth (IV) Strictness (IV) Achievement (DV)	Support from parents is important for children achievement (both indulgent and authoritative family confirmed it).	Authoritative parenting has a positive effect on entrepreneurial success, although it is not significant.	Previous research has shown that a child who is being raised by parents who have an authoritative parenting style or indulgent parenting style is able to achieve optimum achievement. In this research even though authoritative parenting style has been proven to be influential although it is not significant.
7	Person-entrepreneurship fit: why some people are more successful as entrepreneurs than others (Markman and Baron, 2003)	Self-efficacy (IV) Opportunity recognitions (IV) Personal perseverance (IV) Human capital (IV) Social capital (IV) Person-entrepreneurship fit (DV) Entrepreneurial success (DV)	Model construction through literature review. To become an entrepreneur, skill, talent, abilities and characteristics are needed There is an individual different factor that cause one entrepreneur become more successful than another	Personality traits and competencies have been proven to have an effect on entrepreneur success.	In the previous research which was a literature review an opinion was expressed that individual factors affected entrepreneur success. This research has proven the opinion is true due to personality and competencies factors are individual factors of an entrepreneur and has been proven to have an effect on entrepreneurial success.
8	The Big Five Personality Dimensions and Job Performance (Barrick and Mount, 1991)	Big Five Personality traits: Agreeableness (IV) Openness (IV) Conscientiousness (IV) Neuroticism (IV)	Differential relation between personality dimension, occupation and performance criteria Conscientiousness (one of personality traits in Big	Extraversion, openness and conscientiousness are having positive effect directly on Entrepreneurial Competencies and	In the previous study, only conscientiousness was able to predict an individual performance, while this research shows besides conscientiousness,

	Title (Author, years)	Variable Previous Study	Finding Previous Study	Finding This Study	Explanation
		Extraversion(IV) Job performance (DV)	Five Personality) is valid in predicting performance in finishing the given tasks in the job.	indirectly on openness and extraversion Entrepreneurial Success. Agreeableness and Neuroticism are having negative effect.	are also able to predict. This may occur because this research is using mediation variable namely entrepreneurial competencies, previous research was conducted without mediation.
9	The relationship between entrepreneurial personality and the Big Five Personality traits (Leutner, Ahmetoglu, Akhtar, and Chamorro-Premuzic, 2014)	Big Five Personality (IV) Measure of entrepreneurs' tendencies and ability (META) (MeV) Entrepreneurial success (DV)	Big Five Personality traits are valid to predict entrepreneurial success.	Using entrepreneurial competencies as mediation, extraversion, openness and conscientiousness showed a positive and significant effect on entrepreneurial success, while the other two traits are showing negative effect even though significant.	The differences of mediation variables provided different results even though extraversion has been proven to have a significant effect both mediated by META as well as entrepreneurial competencies.
10	Correlations Creativity, Intelligence, Personality and Entrepreneurship Achievement (Antonio, Lanawati, Wiriana, and Christina, 2014)	Creativity (IV) Intelligence (IV) Personality (IV) Entrepreneurship Achievement (DV)	The result of this study showed that only personality has correlation with entrepreneurship achievement.	Entrepreneurial Personality using the Big Five Personality traits as a variable has significant effect on entrepreneurial success mediated by entrepreneurial competencies.	The results of this research supported the previous research. Entrepreneurial personality either with mediation variable or without mediation variable has an effect on entrepreneurial success.
11	Conceptual Framework of factors affecting SME development: Mediating factors on the relationship of entrepreneur traits and SME performance (Sidik,	Entrepreneurial traits (IV) Entrepreneurial orientation (MeV) Market Orientation (MeV) Organizational Search (MeV)	Based on literature review studies, entrepreneurial traits have positive correlation with entrepreneur intention and entrepreneurial	Personality traits have significant effect on entrepreneurial success mediated by entrepreneurial competencies.	The results of previous research predicted the occurrence of personality traits effect on firm performance with the mediation variables. This

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	2012)	Innovative capacity (MeV) Innovative Performance (MeV) Firm Performance (DV)	performance. Entrepreneurial intention is entrepreneurial orientation and entrepreneurial performance is firm performance. This framework needs to be tested to validate the model.		research shows that the prediction is true even though the mediation variable used is different. These results show that indirect personality traits affected the performance.
12	Psychological approaches to entrepreneurial success: A general model and an overview of findings (Rauch and Frese, 2000)	Personality Human Capital Goals Strategies Environment Success	The factors of personality such as need for achievement and locus of control have a relationship with the emergence of entrepreneurship (start up). These two variables are also related to business success. Other factors related to success are human capital, goals and strategies, environmental.	Personality traits are having a direct effect on entrepreneurial competencies and indirect effect on entrepreneurial success. Entrepreneurial competencies have a direct effect on entrepreneurial success.	In previous research, personality is a factor predicted to have a relationship with mutual success with human capital, goals and strategies. This research has proven that the prediction is true. Personality traits have indirect effect on success, while in entrepreneurial competencies, strategic competencies and commitment competencies is a measurement for entrepreneurial competencies which have a significant effect.
13	Considerations on Romania's Entrepreneurial Profile: Barriers to Productive Entrepreneurship (Herman and Szabo, 2014)	Entrepreneurial Attitude (IV) Entrepreneurial Ability (IV) Entrepreneurial Aspiration (IV)	To increase entrepreneurship performance, entrepreneurship level in individual and institutional need to be improved.	Individual factors namely personality traits are proven to have an effect on entrepreneurial success.	Previous research has shown that entrepreneurial level within individuals is needed to improve performance, this research shows that personality traits

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		Entrepreneurial Performance (DV)			which as an individual factor is required by an entrepreneur to achieve success.
14	Personality traits, parenting and interest are precursors to successful entrepreneurial skills (Tenibiaje, 2010)	Personality traits (IV) Parenting Style (IV) Entrepreneurial skills (IV) Interest (IV) Entrepreneurial Success (DV)	Personality and Parenting style support individual to have entrepreneurial success. Interest also has a positive relationship with entrepreneurial success. Entrepreneurial skill has a positive relationship with interest.	Personality traits have a significant effect on entrepreneurial success through entrepreneurial competencies, however, authoritative parenting style, even though has effect on entrepreneurial success, the effect is not significant.	Different results can occur due to different mediation variables from this research compared with previous research.
15	Entrepreneurial personality in higher education (Luca, Cazan, and Tomulescu, 2013)	Entrepreneurial Personality Traits (IV) Entrepreneurial Intention (DV)	Someone with awareness to become an entrepreneur will involve in entrepreneurial training. Based on that, entrepreneurial personality has influence on entrepreneurial intentions.	Personality traits have a significant effect on entrepreneurial competencies	Entrepreneurial Personality has been shown to have an effect in entrepreneurial activity.
16	The Influence of family tradition and psychological traits on entrepreneurial intention (Altinay, Madanoglu, Daniele, and Lashley, 2012)	Family Tradition (IV) Psychological Traits (IV) Risk Taking (MeV) Entrepreneurial Intention (DV)	Family tradition and innovativeness (one of the psychological traits) related to intention. Tolerance ambiguity and risk taking have a positive relation, but tolerance ambiguity has insignificant relation with intention. Locus of control has a negative relation with risk taking and does not have a	Authoritative parenting has an impact on entrepreneurial activities, although it is not significant.	In previous research, family has an effect on entrepreneurial activity through intention to become an entrepreneur. This research, which focuses on parenting style, (family is influenced more by parent's parenting style) on entrepreneurial competencies shows that even though it has an effect

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			relation with intention.		but it is not significant.
17	Is Entrepreneurial Competency and Business Success Relationship Contingent upon Business Environment (Ahmad, Ramayah, Wilson, and Kummerow, 2015)	Entrepreneurial Competencies (IV) Perceived Business Environment (MoV) Entrepreneurial Success (DV)	Business success can be predicted by entrepreneurial competencies. Business environment significantly moderates the relationship between entrepreneurial competencies and business success. An entrepreneur with high level of competencies is more successful than an entrepreneur with low level of competencies.	Entrepreneurial competencies have a direct influence on entrepreneurial success. The influence of entrepreneurial competencies on entrepreneurial success is positive and significant.	Previous research showed that entrepreneurial competencies have a significant relationship with entrepreneurial success moderated by environment. This research shows that without moderator occurrence, entrepreneurial competencies have a positive and significant effect.
18	The Relationship between an Entrepreneur's Background and Performance in a New Venture (Jo and Lee, 1996)	Education (IV) Management Experience (IV) Entrepreneurial Experience (IV) Start up experience (IV) Functional area experience (IV) Experience in the line of business (IV) High-growth experience (IV) Management level (IV) Performance (DV)	Entrepreneur Education and experience in the line of business have influence on performance. Industrial experience affected other experiences. Managerial experience has a negative impact, but it does not mean that experience is useless. It is because basic management without understanding of product or service may become unsuccessful business performance.	Entrepreneurial competencies consisting of opportunity competencies, organizing competencies, relationship competencies, strategic competencies, commitment competencies and conceptual competencies have a positive and significant influence on entrepreneurial success.	Previous research showed that entrepreneur education and industrial experience have an effect on an entrepreneur's performance, as indirectly education and experience enable the entrepreneur to have the competencies required. Therefore, previous research showed that the entrepreneur's performance is influenced by his background. This research supported that an entrepreneur may become successful due to the influence of his background, one of the

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					competencies which are forming his entrepreneurial competencies.
19	Women Entrepreneurs' Personality Characteristics and parents' parenting style profile in Turkey (Boz and Ergeneli, 2014)	Big Five Personality Characteristic (IV) Mother Parenting Styles (IV) Father Parenting Styles (IV) Entrepreneurs (DV)	Family is an important key. Father parenting style has influence on women's perception to become an entrepreneur. Entrepreneur women have several characteristics such as extraversion, agreeableness and openness to experience as a part of their personality. Another finding is parents of the entrepreneur women have higher educational level than non-entrepreneurs.	Authoritative parenting style has an effect on entrepreneurial success mediated by entrepreneurial competencies even though its influence is not significant. Extraversion, conscientiousness and openness have a positive effect while agreeableness and neuroticism have a negative effect.	In the previous research, father and mother parenting style were measured separately. The result showed that father parenting style formed a Turkish woman to become an entrepreneur. This research does not separate parenting style from father and mother, the result is not significant.
20	Parenting styles and career decision-making among French and Korean adolescents (Sovet and Metz, 2014)	Parenting Styles (IV) Gender (MoV) Career decision self-efficacy (DV) Career decision-making difficulties (DV)	Parenting styles are related to career decision. Authoritative parenting style is effective for French students, while authoritarian is effective for Korean students.	Authoritative parenting style has no significant effect on entrepreneurial success.	In previous research with adolescent samples, it is showed that authoritative parenting style is effective for French adolescents while authoritarians are effective for Korean adolescents. This research simply measured the influence of authoritative parenting style and the result is not significant.
21	The influence of entrepreneurial competencies on small	Entrepreneurial Competencies (IV) Organizational Capability	Entrepreneurial competencies have a direct and indirect effect on firm	Entrepreneurial competencies have a direct effect on	This study supported the previous research where entrepreneurial

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	firm performance (Sánchez, 2012)	(MeV) Competitive Scope (MeV) Firm Performance (DV)	performance.	entrepreneurial success.	competencies have a direct effect on entrepreneurial success.
22	Using Interactive Management to Identity, Rank and Model Entrepreneurship Competencies as Universities' Entrepreneurship Curriculum (Rezaei-Zadeh, Hogan, O'Reilly, Cleary, and Murphy, 2014)	Indicators entrepreneurial competencies Performance	Using interactive management, this study found that 12 highest indicators that are suitable to explain about how they can sustain in their business. Sustainability in this study becomes performance measure for business owners. Indicators for entrepreneurial competencies: Determination, Ability to make a decision, Question everything, communication, Ingenuity, Competitive, Positive attitude, Leadership and Management, adaptability, Tolerance for uncertainty, Add Value, Manage your emotion	Entrepreneurial competencies have a significant effect on entrepreneurial competencies. Indicators used are opportunity competencies, organizing competencies, relationship competencies, strategic competencies, commitment competencies and conceptual competencies.	This study has proven that entrepreneurial competencies have a significant effect in the previous research. In measuring entrepreneur competencies, the indicators used in this research are included in the indicators which have been described by previous research as opportunity competency example, in the previous research was a combination of questioning everything and manage your emotions. Therefore, this research has proven that the indicators found in the previous research through qualitative research has been proven affecting entrepreneurial success.
23	Entrepreneurial Competencies of SME Owner/Managers in The Hong Kong Services Sector: A Qualitative Analysis (Man and Lau, 2000)	Entrepreneurial competencies (IV) Competitive Scope (MeV) Organizational Capabilities (MeV) Firm Performance (DV)	They found that the indicators for competency have 6 areas which are opportunity, relationship, conceptual, organizing, strategic, commitment and supporting competencies based on the interview	The six indicators used in entrepreneurial competencies have been proven to have a significant effect and able to measure entrepreneurial competencies. Entrepreneurial	Through qualitative research, previous research suggested 6 indicators for entrepreneurial competencies. This study has proven that these six indicators can measure entrepreneurial

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			with 19 business owners. This competencies are related to firm performance.	competencies themselves have a significant effect on entrepreneurial success.	competencies.
24	Entrepreneurial competencies and the performance of small and medium enterprises: an investigation through a framework of competitiveness (Man, Lau, and Snape, 2008)	Entrepreneurial competencies (IV) Competitive Scope (MeV) Organizational Capabilities (MeV) Long Term Performance (DV)	The hypotheses testing found that supporting evidence from the framework that different competencies have direct or indirect effect to long term performance. The result also showed that without entrepreneurial competencies, an organization cannot develop competitive scope and organizational capabilities.	Entrepreneurial competencies have a significant effect on entrepreneurial competencies.	This study supported the results of previous research where entrepreneurial competencies have a significant effect on performance, which in this study performance is the entrepreneurial success.
25	Financial and Non-Financial Indicators of Business Success: A Study of Australian and Malaysian SME Entrepreneurs (Ahmad and Seet, 2006)	Indicator of Entrepreneurial Success: Financial criteria Lifestyle criteria Social Responsibility criteria Customer criteria	Success was defined using financial and nonfinancial indicators, but the measurement of each criteria in business, success for Australian and Malaysian Entrepreneur are slightly different. But lifestyle criteria are the indicator that many participants have highlighted to define success. Financial as an indicator of success does not motivate them, they showed that they are	In this study the indicator used to measure entrepreneurial success is non-financial. The indicator used is valid to measure entrepreneurial success when observed from the cross loading value.	Previous researches mentioned in measuring entrepreneurial success besides financial indicator that there are nonfinancial indicators that should be considered. From the interview, it can be found that financial indicators do not motivate an entrepreneur for success. Non-financial indicators give more motivation to entrepreneurs who have been interviewed. This research uses non-financial

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		looking at another indicator to explain their success especially the indicator that is related to lifestyle, social responsibility and customer.		indicators and the result of the research showed that non-financial indicator is valid to measure entrepreneurial success.
26	What Makes Entrepreneurs Happy? Determinants of Satisfaction Among Founders (Caree and Verheul, 2012)	Specific Human Capital (IV) General Human Capital (IV) Motivation (IV) Individual Characteristics (IV) Venture Characteristics (IV) Performance (MeV) Satisfaction (DV)	Entrepreneurs are less satisfied with income even though their firm performance is positive. If they are satisfied with leisure time and psychological well-being, they are also satisfied with income. Firm performance has a significant effect on satisfaction.	This study uses non-financial indicators to measure entrepreneurial success. Cross Loading value shows that non-financial valid is used to measure entrepreneurial success.
27	The Evolution of Entrepreneurial Competencies: A longitudinal Study of Spin-Off Venture Emergence (Rasmussen, Mosey, and Wright, 2011)	Entrepreneurial competencies	Entrepreneurial competencies: opportunity refinement, leveraging and championing. Opportunity refinement depends on industry experience and interaction. Leveraging competency related to credibility and entrepreneurial experience. Championing competency based on individual motivation.	In this research, entrepreneurial competencies are influenced by personality trait which is the individual factor.
28	The Relationship of Traits,	Personality Traits (IV)	Passion for work,	Personality traits using the
				Previous research stated

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Competencies, Motivation, Strategy, Structure to Venture Growth (Baum, 1995)	Competencies (IV) Motivation (IV) Business Strategies (IV) Organization Structure (IV) Local Industry Structure (IV) Venture Growth (DV)	organization and specific competencies such as business strategies and organization structure directly related to venture growth, but generally personality traits and competencies are indicated to have indirect relationship.	Big Five Personality theory have a direct relationship with entrepreneurial competencies. Entrepreneurial competencies have a significant effect on entrepreneurial success.	that specific competencies are needed to build a business. In this study, entrepreneurial competencies have been proven to have a significant relationship with entrepreneurial success. This study also has proven that personality traits have indirect relationship with entrepreneurial success.
29 The Boundaryless Career: A Competency based Perspective (DeFillipi and Arthur, 1994)	Career Competencies	People pursue their career based on person's subjective view, which is people beliefs and identifies, skill and knowledge and the network they have.	Personality traits using the Big Five Personality theory have a direct relationship with entrepreneurial competencies. As well as authoritative parenting style. Entrepreneurial competencies have a significant effect on entrepreneurial success.	Previous study stated that people have chosen their career based on subjective factors and their environment. This study has proven that individual personality and parenting style can influence people competencies.